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ABSTRACT

This report is the result of a study to assess the feasibility of rescheduling the school year in the public schools of Saskatoon, Saskatchewan (Canada). The study directors limited their investigation to three approaches: the extended summer school, the divided year, and the rotational or cyclic. To assess the feasibility of each approach, researchers reviewed current rescheduled school year programs, and collected facts, opinions, and reactions from Saskatoon parents, teachers, and students. Conclusions were then drawn and recommendations made. Appendixes include rescheduled school year plans from other districts, questionnaires used in the study, and a bibliography. (The calendar in Appendix C will reproduce poorly.) (JF)

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# RESCHEDULING THE SCHOOL YEAR

The Report of

A Feasibility Study

For Saskatoon Public Schools

prepared by

Terence R. McKague and Glen H. Penner

for the

Department of Education

Rescheduled School Year Committee for Saskatoon

January 1971

This is the report of a study carried out during the fall of 1970 to ascertain the feasibility of rescheduling the school year in Saskatoon Public Schools and Collegiates

The study was initiated as a result of the deliberations of the Department of Education Rescheduled School Year Committee for Saskatoon through funding provided by the Department of Education, Province of Saskatchewan.

The study was carried out with the assistance and cooperation of many persons and organizations, whose contributions are gratefully acknowledged.

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# PART A

## INTRODUCTION

This section of the report contains three chapters intended to introduce the reader to the concept of the rescheduled school year and the reasons this feasibility study is being carried out.

### Chapter 1 - Background to the Study

This chapter provides a brief history of the rescheduled school year movement, the interest shown on the part of the Department of Education in Saskatchewan, and the events leading up to this study. A discussion of the Saskatoon situation places in context the approaches to rescheduling which are discussed in Part B of the report.

### Chapter 2 - Related Literature on the Rescheduled School Year

### Chapter 3 - Some Rescheduled School Year Plans

These chapters are included primarily for the benefit of readers not familiar with the literature available on the rescheduled school year. They include real and hypothetical ways by which the school year can be rescheduled. They also describe the experiences of certain school systems which have implemented rescheduled school year plans. Although almost all the plans discussed are American in origin, they have some applicability to the Canadian situation.

# CHAPTER 1

# BACKGROUND TO THE STUDY

## Introduction

This report is the result of a study to assess the feasibility of rescheduling the school year in the public schools and collegiates of Saskatoon, Saskatchewan, Canada. The study grew out of the deliberations of a committee established in the fall of 1969 to investigate the concept of the rescheduled school year and to attempt to determine if the idea had any relevance for Saskatchewan schools.

The committee was initiated by the Saskatchewan Department of Education as a result of interest shown in the concept of year-round education. In this respect the Department of Education was acting in a manner similar to many other educational organizations who were intrigued by the possibilities of extending the school year. There are at present hundreds of school systems in North America investigating the concept of the rescheduled school year. Some are still at the discussion stage, others are carrying out feasibility studies similar to this one, while a few systems have actually implemented some type of rescheduled plan.

Although currently there is widespread interest on the part of educators in rescheduling the school year, the idea of year-round education has been with us for a long time. This is especially true in the United States where traditionally the school year has been shorter than that in Canada. Because early America was predominantly rural, the demands of an agricultural economy kept the school year relatively short. Although some city systems were operating their schools for most of the year, by 1915 the nine month school year had been firmly established in most communities.

Since that time, many attempts by school systems to reschedule their school year

have been made. The majority of these attempts, however, were short-lived, so that by the middle 1950's almost no school system was using an extended school year. The main reason given for the fact that most plans were abandoned was that the economic advantages which were supposed to have resulted did not materialize. In addition, many plans were put into effect without the proper planning needed to ensure their smooth operation and continued acceptance.

Reports by agencies investigating year-round education did little to encourage school systems to try out rescheduled school year plans. An extensive study of the four-quarter plan carried out in 1954 in Los Angeles concluded that the plan was too costly, was resisted by the public, and created too many administrative headaches. Twelve years later the Florida Research and Development Council undertook a similar study and arrived at the same conclusions.

By the late 1960's it seemed that the idea of rescheduling the school year was pretty much a dead issue. Dormant perhaps, but not dead. During the next few years it would become one of the most widespread movements in North America, capturing the attention of educators in all parts of the country. What has accounted for this rather remarkable renaissance of the idea of rescheduling the school year?

The major reason, of course, has been economic - the need for better utilization of school facilities, personnel, and instructional resources. Extending the school year has always been seen as a possible solution to the financial problems of a school district. And in the late 1960's the financial difficulties faced by most school systems were becoming critical. Increased enrolments, inadequate facilities, substantial salary increases, inflation, unapproved bond issues, reluctance on the part of ratepayers to see their taxes increased - all of these factors contributed to a situation which required that something be done. As well, school systems were being accused of building extravagant facilities and then only using them a portion of the year. And in some cases they were being exonerated by senior levels of government

become more imaginative in their utilization of scarce resources.

Faced with this kind of situation, many school systems began to search for means improving things. For some, the search ended with the idea of rescheduling the hool year. The typical school system that has implemented or is seriously consider- g a rescheduling of the school year is faced with a spiraling student enrolment. any of these systems are located near large American cities, where they are the ecipients of the children of families who are moving to suburban areas. Because their tax base is often small, and since there are legal limits on the amount of money they can raise locally, these systems are unable to build the classroom space that will be needed to accommodate incoming students. In order to utilize their present facilities more fully, they must go on double sessions or reschedule their school year.

The kind of plan these systems are investigating requires that all students be placed in one of four attendance groups. The school year is scheduled in such a way that only three of these four groups are in school at any one time. Facilities are used the year round with students attending the minimum number of days, thus increasing school utilization by one-third.

At the same time that many school systems were looking for ways of overcoming their financial difficulties, significant events were taking place in Atlanta, Georgia. Here, a major reorganization of the high school program into a rotating four quarter plan was taking shape. Under this plan, all high school courses were being revised to fit semesters lasting twelve weeks, so that the options open to students were increased appreciably. The intention was to provide sufficient course offerings in every quarter so that students could elect to attend any three of the four quarters or all year if they desired.

The ironic aspect of the Atlanta Plan is that because of the publicity it received it sparked a tremendous interest on the part of school people who were looking for

ways to increase the utilization of their facilities. But not only was the Atlanta plan not intended to increase utilization in order to save money, it would never become completely functional itself since the funds needed to operate the summer quarter never materialized. Although it is probably the best known rescheduled school year plan in North America, the Atlanta plan is atypical in terms of the kinds of approaches most school systems are investigating.

## The Rescheduled School Year Committee

Meanwhile in Saskatchewan, the Department of Education was looking for ways by which the concept of year-round education could be studied and possibly acted upon. Because of the interest shown on the part of some school officials in Saskatoon, it was decided to form a committee in Saskatoon to examine the possibilities of rescheduling the school year. This was a broadly based committee consisting of school board members, central office administrators, teacher representatives, the university, the Department of Education, and local citizens.

One of the first actions of this committee was to appoint a smaller sub-committee to study in more detail some aspects of the rescheduled school year. As a result of its deliberations, the sub-committee clarified its philosophy regarding extending the school year, the problems which it felt needed to be investigated, and the means by which this might be done. It recommended to the committee that before any re-scheduling of the school year be considered in Saskatoon, a thorough feasibility study should be carried out. As a result of this recommendation a proposal was submitted to the Department of Education requesting funds to proceed with such a study.

In July of 1970 the committee was informed that a grant of ten thousand dollars was being made available by the Department of Education to be used for a study to assess the feasibility of rescheduling the school year in Saskatoon. The study would be a five-month project, beginning in September of 1970 and concluding in

January of 1971. Directing the study would be Terence R. McKague and Glen H. Penner.

Dr. McKague is an associate professor in the Department of Educational Administration, University of Saskatchewan, Saskatoon. His involvement with the concept of the rescheduled school year began as a member of the committee and the sub-committee. It was further implemented as a result of a thesis he supervised concerning the rescheduled school year (1). This thesis was carried out by Glen Penner who was then a Master of Education student in educational administration on leave from the Saskatoon Public School System. Mr. Penner had been an elementary school principal and is presently a special assistant to the Director of Education in Saskatoon.

In order to obtain first hand information about current practices with respect to rescheduling, Mr. Penner and Dr. McKague attended the Second National Seminar on Year-Round Education in the spring of 1970, followed by visits to school systems using or contemplating rescheduled school year plans. Both the seminar and the subsequent visits were extremely valuable in terms of gaining a greater understanding of the situation with regard to rescheduling.

Documents related to the Department of Education Rescheduled School Year Committee for Saskatoon are to be found in Appendix A.

## The Feasibility Study

This study, carried out in the fall of 1970 to assess the feasibility of rescheduling the school year in Saskatoon, involved the following aspects:

1. Creating Awareness and Interest in the Rescheduled School Year.

It was felt that one of the functions of the study was to make people aware of the idea of rescheduling the school year and the possibilities that rescheduling might have for the schools of Saskatoon. Whether or not any rescheduled plan might be adopted, it was considered important that the community generally and parents

particularly should be made aware of the study and hopefully become interested in it.

To accomplish this, the media were most helpful. The study received considerable publicity at the time of its inception from the local newspaper, television, and radio stations. This was followed by interview programs and talk shows during which people had an opportunity to ask questions and express opinions. An article which appeared some time later in the weekly newspaper aroused considerable response from some people.

Parents of children attending Saskatoon public schools received information about the study by attending Home and School meetings. Almost half the elementary schools in the city held meetings at which one or both of the directors described the study and received reactions from parents. Most of these meetings were well attended. In fact, if this study did nothing else, it turned out to be a real boon to some despondent Home and School clubs. A number of meetings with community groups were also held.

Teachers and administrators were made aware of the study through fifteen meetings of one kind or another. At these meetings the usual procedure was to explain the nature of the study and to obtain reactions from those attending. In almost all cases informative literature, brochures, and questionnaires were distributed. Appendix B provides a complete record of meetings held.

2. Developing Approaches to Rescheduling the School Year in Saskatoon.

One of the purposes of the meetings which were held was to try to determine what people considered to be the needs that might be met through a rescheduling of the school year. This information would be taken into consideration, along with other factors, in developing approaches to rescheduling the school year in Saskatoon. Although there were conceivably a large number of ways by which the school year could be rescheduled, the directors of the study limited their investigation to three approaches;

(a) The Summer School Approach which would expand on the present summer school program so as to make learning during the summer a common occurrence.

(b) The Divided Year Approach which would adjust the school year to better accommodate the program in semesterized high schools.

(c) The Rotational Approach which would make mandatory use of school facilities on a year-round basis, thus increasing their utilization.

3. Assessing the Feasibility of the Approaches.

The most important aspect of the study was to determine if the approaches developed were feasible in the situation in which the Saskatoon Public School System found itself. This required the collection of information of all types - facts, opinions, reactions - which could be brought to bear in assessing each of the approaches. This information was collected through the administration of questionnaires to parents, teachers, and students and through interviews and discussions with appropriate people, and groups. On the basis of this information conclusions were drawn and recommendations made.

## The Saskatoon Situation

Saskatoon is a city of just under 130,000 people located near the center of the settled part of Saskatchewan. It is the second largest city in the province, the largest being the capital city of Regina located 160 miles south-east of Saskatoon. Like all Saskatchewan communities, Saskatoon is dependent on the products of agriculture to sustain its economy. Because of the recent discovery of potash near the city, however, Saskatoon has become known as the Potash Capital of the World.

Most people visiting Saskatoon are impressed with its beauty. The South Saskatchewan River, which flows through the city, is spanned by several attractive bridges. These connect a thriving downtown business district with well-treed

residential areas. The Saskatoon campus of the University of Saskatchewan, one of the most beautiful in Canada, is located here, along with many attractive parks, schools, and churches.

At the time this study began there were three school systems in Saskatoon operating under the Public School Board, the Separate School Board (for Roman Catholic students), and the Collegiate Institute Board. At the end of 1970 the Collegiate Board went out of existence, its responsibilities for high school education being taken over by the Saskatoon Public School Board.

As of September 30, 1970, enrolment in the 39 elementary schools of the Public School System was 15,235 (grades 1 - 8), with enrolment in the eight collegiates being 7,456 (grades 9 - 12). This provided a total enrolment of 22,691 for grades 1 - 12. Enrolment in elementary schools has been declining since 1968, while high school enrolment, although still increasing, is doing so at a decreasing rate.

Total operating costs of Saskatoon Public Schools in 1969 was $8.4 million, of which 64.2% was raised through municipal taxes and 33.8% through government grants. Cost per pupil was $544. Total expenditures for Collegiates was $7.7 million, of which 76.3% was raised locally and 23.7% was provided provincially. Cost per pupil in 1969 in the collegiates was $1,081.

Unlike most school systems which investigate the feasibility of rescheduling their school year, the Saskatoon Public School System is not faced with any pressing needs which rescheduling could overcome. In fact, there are a number of factors which seem to militate against the need for rescheduling the school year in Saskatoon. These include:

1. Climatic conditions in Saskatchewan are such that the school year as presently structured is conducive to the life-style of most parents. Because the summer is relatively short, most parents want to have their children free during July and August. To compel families to take their vacation at times other than in the

summer would require a great deal of justification. Although more and more people are taking advantage of winter activities or travel south for a winter vacation, the majority of people are committed to holidaying during the summer and expect their children to be out of school at that time.

2. The use of schools the year round is hampered by the fact that, with the exception of portions of some collegiates, no schools in the public school system are air conditioned. Although education during the summer does not have to take place in air conditioned buildings, such learning is facilitated if classrooms are not extremely warm.

3. Because the Canadian school year is 200 days, as compared to 180 days in the United States, the scope for increased utilization of school facilities through year-round attendance is limited.

4. The need to utilize school buildings to a greater extent in order to accommodate more students and forestall future school construction is not a crucial problem in Saskatoon. Present student enrolments, as has been noted, are relatively stable. Although additional classrooms and other facilities are needed, especially in some parts of the city, it is not beyond the ability of the school system to provide these facilities, especially if it receives some financial consideration from the provincial government.

A report on school building needs presented by the Director of Education in December of 1970 projects construction requirements for 1971-1975 estimated at 3.5 million dollars. The fact that the building needs of a community whose student population is relatively static are so extensive stems from the following factors: (1) A definite slowdown in school building in the last few years, despite increasing enrolments, due to a "freeze" on school construction in Saskatchewan. (The only public school built in Saskatoon in 1970 was financed from reserve funds rather than from the sale of debentures.)

(2) Uneven population growth within the city resulting in some schools being overcrowded and other schools having additional space. (At present 43 portable classrooms are in use).

(3) The desire to eventually establish auditoriums and resource centers in all schools. To a large extent the projected building requirements reflect a need to compensate for the lag in school construction and the desire to equalize educational opportunities across the system.

Although year round use of the schools could help alleviate some of the need for school construction, it does not solve all of the problems. For example, greater utilization would mean that space in some schools could be freed for possible conversion into resource centers or kindergarten rooms, but it would not help to provide the eleven auditoriums that are considered necessary in the next five years. As well, alteration of school attendance boundaries would be needed if all schools were to be utilized completely. In some cases this would mean busing students from the outlying parts of the city, where schools would still be crowded, to schools in the downtown area, thus incurring additional transportation costs.

5. The desire to reschedule the school year for curricular reasons has not apparently been felt. The semester system, recently introduced into most collegiates, has tended to breathe some new life into the high school program. Although the need has been expressed to develop courses particularly geared to the five-month semester, this need would not necessarily be satisfied by rescheduling the school year.

6. The need to provide increased opportunities for learning during the summer is difficult to assess. Although there was a positive response to the outdoor education program held during the summer of 1970 for elementary age youngsters, that response may not be indicative of a general desire for more summer programs.

For eleven years there has been a summer school for collegiate students in Saskatoon, but the enrolment has not increased since 1967, despite increases in

enrolment generally. Attempts in the past to provide courses for interest and enrichment, rather than strictly remediation, have met with little success. Despite the fact that employment opportunities for high school students are supposedly decreasing, many teenagers seem to give a low priority to going to school in the summer.

If there are apparently so many reasons adversely affecting the need for rescheduling the school year in Saskatoon, the question can legitimately be asked - why bother? This question was voiced by more than one person during the course of this study. On the other hand, there are certain needs which do exist which could be met by rescheduling the school year.

1. There is little need to document the financial difficulties in which education finds itself. Once considered to be the priority item as far as provincial and local governments were concerned, it is now having to justify its existence and fight for its place among other services which are equally deserving. Increasing costs, sometimes without concomitant increases in quality, and a reluctance on the part of taxpayers to support additional expenditures, have forced policy-makers to seek ways to alleviate the situation.

The government of Saskatchewan has responded to the crisis in educational spending by increasing the pupil-teacher ratio, reviewing school board budgets, and establishing guidelines for teachers' salaries - all measures which have supposedly halted if not reversed the trend toward mounting costs. At the same time, the Department of Education has shown an interest in other ways of reducing educational expenditures. Merit pay for teachers, differentiated staffing, performance contracts, and the rescheduled school year are examples of these. This interest represents an acknowledgment that those responsible for education must seek ways to maintain, if not improve, the output of the educational enterprise without depending on increased

inputs into the system. This means modifying the process by which students are educated so as to make better utilization of all the resources that are available.

Among such resources are school facilities. There has always been a group of people who have objected to the fact that schools are not used as fully as they might be. An editorial in the Saskatoon Star-Phoenix of July 3, 1970 reflects this point of review. Entitled "Citizens in Tough Squeeze on Education Costs", the editorial says

> One area to be explored and which may offer some solution to the mounting costs of education is the more extensive use of plant. At the present time schools costing astronomical sums stand idle for more than two months each year. It is not too much to suggest that year-round use of schools might be a partial solution to the problem.

One of the purposes of this study is to ascertain if use of schools on a year-round basis is a viable means of reducing educational costs.

2. As well as being prompted by economic considerations, this study is based on the premise that changes in the organization of the school year can result in educational advantages. There has been an assumption on the part of most people that the present pattern of school attendance is about as good as it can be. The fact that all students are in school at the same time, the two-month vacation in the summer, having all teachers teach the same number of days - these features of the present system have become fundamental in our thinking about education. Yet these features have been challenged by the realization that education is a continuous affair rather than something which begins in September and ends in June, that not having all students in school at one time can allow the school to modify its methods of instruction, and that contract periods of different lengths can be advantageous for teachers.

3. Finally, it should be noted that rescheduling the school can be in response to the changing life-styles of people in the community. Although for most people the present school year is conducive to their activities and their way of life, there is

a minority who would like to see some flexibility incorporated into the organization of the school year:

- parents who are not able to get away during the summer and who would like to have their children free from school at other times,
- high school students who would like to be out of school to work or travel at times other than the summer months,
- employers who would prefer to spread their holiday periods over the whole year rather than concentrating them in July and August,
- teachers who would like to be able to teach the year-round in order to earn more money or to take educational leave in the future.

These, then, are some of the general factors which a rescheduling of the school year should take into account. All of them have been considered in formulating approaches to rescheduling the school year and in assessing the feasibility of these approaches. In addition, the particular needs of the Saskatoon Public School System have been considered in this study. They are discussed more fully in the descriptions of the particular approaches to rescheduling.

Before examining the approaches considered appropriate for the Saskatoon situation, it was considered advisable to review some of the literature regarding the rescheduled school year and to examine some current rescheduled school year plans. This is done in the following two chapters.

## REFERENCES

(1) Penner, Glen H. "A Study of the Rescheduled School Year," Unpublished M.Ed. Thesis, University of Saskatchewan, Saskatoon, 1970.

Chapter 2

# RELATED LITERATURE ON THE RESCHEDULED SCHOOL YEAR

## BACKGROUND

Plans for utilizing school facilities on a year-round basis were considered during the first part of this century because economic objectives were of prime importance in education. The scientific management emphasis in educational organizations was reflected in part by a concern for greater utilization of existing school plants. Rising construction costs and growing enrollments were specific reasons why a number of school systems adopted a plan for rescheduling the school year.

There have been two peak periods of activity connected with the rescheduled school year (11)(4:1). The first came in 1925 when thirteen school systems were reported using extended school year plans. These plans were premised on economic advantages which did not materialize. They were subsequently dropped because what had been projected as economic advantages prior to implementation of the plan became increased costs. Another peak came in 1947, but by 1953 few school systems were still using an extended school year. Again the projected economic advantages did not appear.

It should be stated at the outset that although many plans are reported, a large portion of the literature dealing with the rescheduled school year is conjectural in nature (12). As stated in the National Education Association Research Summary 1968, ". . . it appears that too few experimental projects have been conducted to draw many conclusions about the individual plans" (22:5).

There has been increasing interest in modifying the school year, however, despite the fact that there have been few experimental projects. As well as rising construction costs and increased pupil enrollments, there have been other factors which have

contributed to this interest. Among these are needs to improve the economic and professional status of teachers and to enrich and broaden educational opportunities for students (22:5).

Many attempts have been made, particularly in the United States, to alter the school year. The following historical treatment of the literature focus on three points: first, the plans which have been used; second, the stated advantages and disadvantages of such plans; and third, problems encountered in implementation of these plans.

## TYPICAL RESCHEDULED SCHOOL YEAR PLANS

### The Four Quarter Plan

Of all the plans put forward to reschedule the school year, this plan, or modifications of it, appears to be the most popular (9:388-393)(16:46-48)(21:576-585). Concisely stated, the Four Quarter Plan divides the calendar year into four equal parts, the instructional program being carried on throughout the year (24:1). Students in schools where this plan is in effect may attend school all year, usually accelerating their completion of the school program, or attend for three of the four quarters and use the other for a vacation.

The rationale given by proponents of the Four Quarter Plan is often one of economy (24:1)(22:5)(21:577). Congested enrollments and constructions costs are reported to be the main reasons for use of this plan during the 1920's and late 1940's. As a result, the practice which became most common was to rotate the students rather than having all students in school at the same time. The Rotating Four Quarter Plan emerged, and it is shown graphically in Table I.

Theoretically, a school can accommodate thirty-three and one-third percent more students using this plan than it could using a traditional school year. This advantage

and others, together with the disadvantages are discussed at length later in this chapter.

TABLE I

THE ROTATING FOUR QUARTER PLAN

| Pupil Attendance Group* | Attendance Quarters Fall | Winter | Spring | Summer |
|---|---|---|---|---|
| Group 1 | Vacation | School | School | School |
| Group 2 | School | Vacation | School | School |
| Group 3 | School | School | Vacation | School |
| Group 4 | School | School | School | Vacation |

*Each group comprises one-fourth of the entire student enrollment.

The 45-15 Plan

This plan has been established to utilize school facilities throughout the whole year. Although the student body is divided into four equal groups, the plan should not be confused with the Four Quarter Plan. Each of the four groups of students attends classes for forty-five days and then vacations for fifteen days see Appendix C . As well, legal holidays, Saturdays and Sundays, a full week at Christmas, a full week at Easter, and at least one week in July have been designated as times when the school is closed. The result is that students attend classes for one hundred and eighty days during the year. Children in the same family are always placed in the same time schedule.

An example of how students could be grouped for this plan follows. The student population would be divided into four groups. Group A would begin classes for forty-five continuous school days. Group B would begin fifteen class days after Group A; Group C pupils would begin fifteen class days after Group B and Group D would begin classes fifteen days after Group C. In this way, only three of the four groups would be in school at any one time.

Continuous School Year

This plan is based on the concept of continuous progress and is sometimes referred to as the Continuous Progress Plan (22:16). The plan suggests a longer school year, with pupils completing one grade's work in the traditional time period and then spending the remaining time on the next grade's work. The underlying principle of this plan is to facilitate pupil acceleration. The length of the extended year depends upon the number of grades included in the plan and the corresponding number of years over which one year of schooling is to be saved (22:17). If grades one to seven are included in the plan and one year out of seven is to be saved, the extended school year will be approximately two hundred and sixteen days long. This is demonstrated in Table II.

TABLE II

OPERATION OF THE CONTINUOUS SCHOOL YEAR PLAN
FOR RESCHEDULING THE SCHOOL YEAR

| | Adjustment Necessary to Save One Year of Schooling Out of Seven | |
|---|---|---|
| FIRST YEAR<br>Learning Level 1 | Grade 1<br>180 days | Grade 2<br>30 days |
| SECOND YEAR<br>Learning Level 2 | Grade 2<br>150 days | Grade 3<br>60 days |
| THIRD YEAR<br>Learning Level 3 | Grade 3<br>120 days | Grade 4<br>90 days |
| FOURTH YEAR<br>Learning Level 4 | Grade 4<br>90 days | Grade 5<br>120 days |
| FIFTH YEAR<br>Learning Level 5 | Grade 5<br>60 days | Grade 6<br>150 days |
| SIXTH YEAR<br>Learning Level | Grade 6<br>30 days | Grade 7<br>180 days |

The calendar for this type of rescheduling provides for a six or seven week summer vacation as well as normal Christmas and Easter recesses.

The Eleven Month Plan

The basic rationale of this plan is related to a need to improve teacher status (2:61). Many teachers in various parts of the United States and Canada have shown this type of concern. When the Rochester, Minnesota schools offered the city's teachers a choice between year-round or nine month employment for example, ninety-one percent chose the year-round contract (3:83). A statement in the British Columbia Teachers' Federation Commission Report on Education suggests the same attitude:

> The present investment in schools and properties owned and operated by the citizens of each area could have greater returns if schools were open at all times. Staff members dislike the fact that our schools are locked up tight for one hundred and sixty-nine days of the year (13:49).

Sternig recommends an eleven month plan and relates it more to teachers than to extended use of facilities for students. This plan, used in Glencoe, Illinois, was based on the premise that a teaching career involves full-time employment and growth in professional competence (16:46). Teachers work eleven months with one month for vacation while students are in school only ten months. During the eleventh month, teachers are engaged in activities such as workshops, committees and projects, course work in colleges or universities or approved travel to promote personal growth. Teachers participate on a three year rotational basis. Every fourth year the teacher spends the summer as he chooses. It was reported in 1962 that although the program has been optional, eighty-eight percent of the teachers have participated (8:6). It is estiamated that, due to proportionate increases in salary, the program has increased school costs in Glencoe by twenty percent each year.

Extended Summer School Program

Iwamoto and Miles both report an experiment conducted in Lexington, Kentucky as an example of the Extended Summer School Program. The plan, which began in 1948 and

lasted until 1959, was based on the philosophy that:

> Learning does not stop after nine months, with the closing of school. Children go on learning. If the more or less formal frame of school is advantageous for nine months, wouldn't it be better for twelve? (10:27)

Although this may appear to be trite today, particularly when viewed in the philosophy of continuous progress, the statement illustrates a significant point. In this plan there was a motivating force that was more than an economic consideration.

A pilot project was begun in the summer of 1948 after a committee of teachers had been asked to study the plan during the previous winter. The result of their study was that laboratory clinics were set up in five schools. The courses centered around language drills, science and social studies. There were three hundred students and forty teachers involved in a six week program. Teachers were on duty from 8:00 a.m. to 2:30 p.m. with students attending classes from 8:30 a.m. to 11:30 a.m.

Although participation in the Lexington plan was voluntary, teacher involvement never fell below eighty percent (8:6). Teachers in the plan worked on a five year program of summer assignments, which included three summers of service to the schools, one summer spent in professional improvement, and one summer devoted to personal-professional pursuits of the teacher's choice. Each teacher who participated received a salary increase of twenty percent. Miles reports that taxes were raised twenty cents on each one hundred dollars assed value (10:28).

Trimester Plan

No discussion of the rescheduled school year would be complete without reference to this method of reorganization. Varner and Fitzpatrick refer to the Nova Junior High School in Fort Lauderdale, Florida as a successful example of the Trimester Plan. In an article entitled Why Nova School Switched to Three Seventy Day Trimesters, the school principal outlines the plan (5).

Since its opening in September, 1963, Nova has used three different school year lengths. The first was a two hundred and twenty day school year organized on a trimester plan. The plan was dropped after one year because:

> There was a great strain upon students and teachers due to the lack of holidays covering the long span from Easter to the end of July. Then, too, there was a tremendous psychological letdown on the part of our students when the other schools were dismissed (5:30).

Fitzpatrick goes on to suggest that many parents objected to having their children in school during the month of July, particularly because the legal requirements for school attendance were only one hundred and eighty days.

In 1965-66, the length of the school term was reduced to one hundred and ninety-three days, with the end of the school year more nearly coinciding with that of schools having a traditional school year calendar. The Seventy Day Trimester Plan was initiated in 1966-67, running from mid-August to the end of June. A two week orientation program for new teachers was included from August first to August fifteenth.

Reference to Canadian writings indicate two Alberta communities that are involved in variations of a semester plan (7)(15). Both will be examined later in the section dealing with advantages and disadvantages of the rescheduled school year.

The Divided School Year Plan

This plan appears to be uniquely Canadian. More precisely, it appears to be confined to one Canadian province, Alberta (17)(25). The plan calls for dividing the school year into two equal parts. The first term would begin about August first and continue through the third week of December. The second term would begin in January and continue until the end of May. Modification of these two main terms could be accomplished as shown in Table III. The divided year plan currently in operation in Lethbridge, Alberta, will be discussed in a later chapter.

TABLE III

A MODIFICATION OF THE DIVIDED SCHOOL YEAR PLAN
FOR RESCHEDULING THE SCHOOL YEAR (38)

July
Vacation July 25

Aug. 1

August
September
October Oct. 13

Oct. 20

November
December Dec. 19

CHRISTMAS

Jan. 5

January
February
March Mar. 16

Mar. 23

April
May May 27

June 5

June
Vacation

Total Teaching Days-191

An analysis of the various advantages and disadvantages of rescheduling the school year should be developed in accordance with the stated or implied goals of the change. Without this reference to objectives, the emergence of a pattern or a model will be very difficult. Many of the writers consider that the major aim, and therefore the greatest advantage of the year-round school, is one of economy (8)(22)(16)(6)(21).

Rotating Four Quarter Plan

One of the earliest and most widely cited examples of the Rotating Four Quarter Plan was instituted in Aliquippa, Pennsylvania in 1928 (22)(8). This plan is worthy of study because from the standpoint of economy it was considered to be a success (22:11).

H. R. Vanderslice, Superintendent of the Aliquippa School System, reported that there were three major reasons for the development of the plan: a pressing need for school buildings; a desire by the school board to secure greater utilization of the school plant; and a feeling of the school board that in congested centres there are many children who should have opportunity for schooling during the entire year.

The quarters were arranged to overlap seasons of the year (i.e. July-October, October-January, etc.) while the buildings were used forty-eight weeks of the year. The length of the year for most children was one hundred and eighty days, although some were allowed to attend all four quarters. In no case though were children allowed to be accelerated more than one year.

Savings on capital outlay for new schools and related savings resulted in an estimated saving of $282,059 during a seven year period (21:584). Vanderslice also explained that since most teachers chose to work twelve months, the school board decided to reduce teachers' salaries five percent (8:3). No explanation of the effect of such cutting was given.

Despite the apparent economic success (no doubt aided by the reduction of teachers' salaries), the Aliquippa plan was discontinued. Among the disadvantages felt were these:

1. Building maintenance and repair without interference with school sessions was virtually impossible.
2. Parents objected to non-summer vacations.
3. Permission for teachers to choose their vacation quarter resulted in a constant changing of classrooms and teachers.
4. The summer quarter showed a loss of effectiveness in work done by students and teachers.
5. Increased maintenance costs somewhat offset economic gains.
6. Administrative problems and supervisory tasks greatly increased and paper work grew tremendously (22:12).

By 1938, Aliquippa decided to return to the traditional nine-month school year and to construct the facilities required under the traditional school year.

The National Education Association Research Memo of January, 1962 reports that Los Angeles conducted an extensive study of the Four Quarter Plan in 1954. The conclusion was that the all year school was too costly, met with too much public resistance and created too many administrative problems to make adoption feasible.

In July, 1960 the Citizens' Committee of the Sequoia Union High School District in California reported the operating costs under the traditional plan and under the Four Quarter Plan for 1959-60. The Four Quarter Plan was more costly (see Table IV).

TABLE IV

OPERATING COSTS OF THE SEQUOIA UNION HIGH SCHOOL DISTRICT, CALIFORNIA UNDER THE TRADITIONAL SCHOOL YEAR PLAN AND THE FOUR QUARTER PLAN (8:4)

| | Traditional | Four Quarter |
|---|---|---|
| 1. Administration | $ 164,888 | $ 178,079 |
| 2. a) Professional Salaries | 2,886,859 | 3,848,138 |
| b) Other Salaries | 157,334 | 169,920 |
| c) Other Expenses | 243,716 | 311,956 |
| 3. Auxiliary Services | 130,713 | 141,170 |
| 4. Operation | 559,507 | 604,286 |
| 5. Maintenance | 362,539 | 391,542 |
| 6. Fixed Charges | 182,481 | 218,977 |
| 7. Transportation | 94,915 | 142,373 |
| TOTAL | $4,782,952 | $6,006,486 |

Findings similar to those indicated in Sequoia were reported from the Florida State Department of Education in 1956, and in Cincinnati, Ohio in 1958 (22:13).

Aside from the utilization and economy factors, there are some advantages and disadvantages of the Four Quarter Plan which are often repeated in the literature (26). Among the advantages are:

1. Students' work is evaluated more often.
2. More pupils may be able to find vacation employment because only one-fourth as many students are seeking jobs at any one time.
3. Theoretically, fewer teachers are needed, thus the teacher supply problem would not be as acute. This may be a possibility, although it is interesting to note that in the Sequoia study, an increase in the teaching staff occurred (22:13).
4. There is a possibility of developing a broader program by including short courses and more electives.

Some of the disadvantages commonly listed include:

1. Parental objection to students' vacations coming at odd times during the year.
2. The hot summer weather is not conducive to good teaching and learning situations without air conditioning.
3. Unless the plan was widespread, the problems of integration and transfer of pupils would be so great as to make the plan impracticable.
4. The continuity of student study under the guidance of one teacher might be disrupted by the termination of the teacher's contract before the end of three consecutive quarters of student study.
5. Teacher hiring problems could become a major hurdle, having to staff schools at odd times of the year.
6. A minimum school enrollment must be maintained in order that each class has a teacher and to keep class sizes uniform. This may result in transportation costs becoming a factor where they presently do not exist.
7. The very fact that schools are an integral part of the social, business and industrial community means that they cannot deviate in their operation from the trends and practices established by the larger order. This suggests that winter vacations are impractical because businesses prefer to give vacations during the slack winter months.

Throughout the literature related to the Four Quarter Plan there are two salient facts. The first is that until recently communities that have tried the plan have abandoned it. The second is that until recently communities that have thoroughly investigated the plan rejected it.

Continuous School Year Plan

The Continuous School Year Plan attempts to combine greater utilization of school facilities with another major goal, pupil acceleration. The New York State Department

of Education has calculated that ". . . a community which totally implemented the continuous school year plan in Grades K-6 could expect a potential transitional period cost increase in total expenditures of 3.6 percent" (18:23). This refers to the cost of changing from the traditional school year to the Continuous School Year Plan. Obviously, if the transition period were longer, the transitional period costs would be lower. Calculations indicated that after the transition period, new savings would be approximately five to six percent of the total operating expenditures of a given school budget.

An interesting experiment about pupil acceleration in the Continuous School Year Plan is related by Thomas (19:11-19). A three year experimental program was based on a school year of two hundred and ten days, beginning the third week in August and ending the second week in July.

Participants in the experiment were two hundred and sixteen pupils in grades one to four selected from fourteen widely scattered elementary schools. The pupils were chosen on the basis of achievement, age, I.Q., and sex. The matching control group, which remained in the traditional one hundred and eighty day program, was known to have slightly higher average mental ability. Teachers for both groups were selected from volunteers. The purpose of the experiment was to demonstrate that a school district can save one year of schooling at the elementary level without sacrificing student growth and skill development.

After twenty-five months in the pilot project, or 3.7 months of extra schooling, third grade experimental pupils scored greater mean and median gains in reading comprehension, as measured by the Metropolitan Reading Test, than did control pupils. The gains recorded were statistically significant at the .01 level.

The mean composite Metropolitan Achievement Test scores and the reading scores of both grade four and grade five experimental pupils exceeded the comparable scores

of their respective control groups. These gains were statistically significant at the .05 level of confidence. The grade six experimental group had a higher composite Metropolitan Achievement Test score than its control group, but showed a slight loss in reading growth. Neither the gain nor the loss was statistically significant.

Thus, although analysis showed that the experimental group had lower mental ability than the control group, the experimental group with the exception of grade six pupils, scored greater gains in achievement than control pupils.

When the experimental pupils and control pupils were grouped by mental ability and their standardized test scores compared, it was found that the experimental group termed "slow learners" made the greatest gains over their control group. The "average ability" experimental group made the least gains over their control group.

The matter of student acceleration has long been a matter of concern to school officials. Turbeville (20) suggests that the sooner students complete their formal school program, the better. He points out that the more people who are economically independent at age twenty-one or sooner, the greater the degree of productivity in the country. The educational process, he contends, should be hastened so that high school students could graduate at fifteen, college students at twenty-one. He concludes his position by stating:

> . . .if we were to send out into the labour force high school graduates of fifteen and college graduates of eighteen, they would almost be compelled to assume responsibilities that correspond to the privileges of the positions they would hold. There would of course be some delay in attaining a real measure of maturity, but probably no more than is true under our present system (20:186).

This observation appears to be supported by a study which was carried out at Ohio State University. Shannon (14:70-72) reports that when students are equated on the basis of several criteria such as intelligence, sex, father's occupation, and school class, it is the younger students who receive more scholarship honours, who take part in more activities, who are elected to more class offices, and who are, generally speaking, better adjusted than older students.

> The University's younger graduates have outdone their elders in obtaining advanced degrees and in securing high level positions in the professional fields. In one group of students studied, twenty-nine per cent of the graduating nineteen year olds achieved national recognition, but only three per cent of the graduating twenty-six year olds attained similar distinction (14:72).

Summer School Plan

Since the Extended Summer School Plan is relatively well known, only a few advantages will be noted. In many places it has been established to accelerate pupils through secondary school by offering new academic courses rather than only remedial make-up or enrichment courses (18:67-72). The summer session generally lasts seven or eight weeks and is structured so that students may take the equivalent of one regular term class. Pupils who attend the summer session regularly could complete four to six regular school years in one year less.

Summer schools have been traditionally offered during the summer as remedial or make-up programs. They have been designed to help a student obtain classes missed during the previous regular session.

The Trimester Plan

The Trimester Plan or variations of it does not generally attempt to utilize the school facilities for longer than two hundred days per year. For this reason, one would not expect economy or decrease in capital expenditures to be a prime objective of this type of rescheduling.

The following objectives of a Trimester Plan suggested by Shields in the Cardston District Composite High School in Alberta seem to bear this out.

1. To make greater provision for taking care of individual differences in rate of learning and vocational interests.
2. To make it possible to enrich and accelerate the high school program for the gifted and provide more challenge for all.

3. To facilitate the return to school of those who may have dropped out and who for various reasons could not return in the ordinary school-year basis.
4. To provide more complete use of the teaching plant, thus reducing the capital cost per student (15:33).

Effectiveness under the Trimester Plan was the subject of a study carried out in the Red Deer Composite High School, Alberta by Girard and Enns (7:72-76). This study investigated a particular phase of student achievement in the Red Deer School. Specifically, success of the grade twelve students on departmental examinations in English, Social Studies, and Mathematics was studied. Results in these subjects on exams in 1955, 1958, and 1961 were measured according to students who attended conventionally organized schools and who wrote the same examinations in the same years.

Analysis of the data indicated that none of the differences in achievement between Red Deer students and control students was statistically significant. The results of Red Deer students were at least as good as those of students in conventionally organized schools.

## CONCLUSIONS

In summarizing the literature two important factors are apparent. The first is a note of optimism about the possibilities for improving the educational system by rescheduling the school year. Finchum makes this clear when he says:

> Modification of the school year can insure more efficient utilization of school facilities for educational purposes, can improve educational opportunities for more children and can bridge the gap between the reported needs for additional classrooms and the number of new rooms constructed each year (4:1).

He suggests further that to the extent that more efficient use reduces the need for classrooms, money that would have been spent for them can be released for other educational problems.

The second factor can be interpreted as a challenge to those interested in improving the quality of education. May expresses it most succinctly:

> A year round program must satisfy criteria imposed by our maturing science of human nature, our exploding areas of knowledge, and our deepening complexities in social interaction. Unless a longer school year would enable us to bring children into closer communion with these three aspects of our culture, it would seem to be only a monetary device, a concession to those who demand better education but feel that the school leaders should devise a means for financing it that avoids additional cost (9:389).

The challenge is clear and all inclusive. The school system, its officials and teachers, as well as society generally should understand the objectives of rescheduling the school year and should apply these for the benefit of boys and girls.

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(25) For a complete analysis of the Divided School Year as suggested by the Alberta Teachers' Association the reader is referred to Appendix

(26) Finchum, Sternig, Ogden, W. Fitzpatrick, and May all give extensive lists of advantages and disadvantages of the Four Quarter Plan.

(27) For a complete analysis of the Lockport, Illinois 45-15 Plan, the reader is referred to Appendix B.

## Chapter III

## SOME CURRENT RESCHEDULED SCHOOL YEAR PLANS

The data recorded in this chapter were the result of direct contact with people involved in rescheduled school year plans. Information was gained from visiting selected school systems and from talking with authorities on rescheduling the school year at The Second National Seminar on the Extended School Year.

The data were organized to emphasize two important considerations. The first was rescheduled school year plans with extensive curricular implications. The second was rescheduled school year plans based on economic considerations. Factors related to social considerations are discussed as well, but to a lesser degree.

### RESCHEDULED SCHOOL YEAR PLANS BASED ON CURRICULUM MODIFICATION

#### The Four Quarter Plan - Fulton County, Georgia

When schools opened for the 1968-69 term in Fulton County, a new era in public education became a reality. Although the rotating four quarter plan has not yet become fully operational due to a lack of state funding, sufficient progress has been made so that when more money is forthcoming the plan can be implemented.

The Fulton County four quarter plan replaced the traditional nine month school structure, a totally sequential curriculum, and the concept of scheduling students into a master schedule only once each year. A flexibility was built into this new curriculum that not only allows the school to develop a program to meet the needs of the student but also allows the student to participate in the selection of courses and the scheduling of himself into class.

Philosophy and rationale. The purpose of the four quarter plan as expressed

by Reid Gillis, Administrative Assistant of Fulton County, was to improve the educational opportunity for boys and girls, particularly during the summer months. It was not a program to save money. Gillis, curriculum directors, and Max McBrayer, a Fulton County school principal, emphasized this when they indicated that the plan became a vehicle for curriculum revision rather than a specific device for lengthening the school year. The program was not designed to use the school plants on a year-round basis, to schedule students into a space-saving master schedule to relieve overcrowded classrooms, or to accelerate students through high school to an early graduation. However, it should be noted that these could be by-products of the four quarter plan, and provision could be made for some of these.

Structure of the new school year. The school year consists of four quarters, with approximately eleven and one-half weeks in each quarter. The first quarter begins in September and the fourth quarter ends in August. This allows for a few days before each quarter and for the usual holidays.

The student is required to attend three of the four quarters. At present, the student must attend the first three quarters with the fourth quarter being optional. This is because the state will presently fund the school system for only 180 days. If a student wishes to attend the fourth quarter, he must pay a tuition fee ($15 per class). Insofar as plant utilization is concerned then, the Fulton County schools use the fourth quarter as a summer school program. Two schools operate during the summer to accommodate students who wish to attend the fourth quarter. Gillis indicated that about twenty-five percent of the students take advantage of this opportunity.

When the program is fully implemented, the student may exercise an attendance option. No attempt will be made, according to Gillis, to schedule students into compulsory attendance of any three quarters. The student may elect to attend all

four quarters or he may elect to attend any three of the four quarters. Attendance requirements will be met by students when they attend any three of the four quarters.

Curriculum change. One of the major reasons why the high school curriculum was thought to be inflexible was that it had been shackled by the Carnegie Unit Credit (one Carnegie unit for one year's work). The four quarter plan replaced the Carnegie unit with a more flexible credit hour system. Each quarter course satisfactorily completed will net the student five credit hours. The maximum student load is six full courses per quarter. Therefore, the maximum credits earned in a given quarter will be thirty credic hours.

According to two Fulton County Curriculum Co-ordinators, all subject areas, with the exception of foreign languages and some mathematics, were reorganized into one hundred and thirty non-sequential learning packages. The number of courses required in each discipline depends upon the needs of that discipline. About seventy percent of the courses were developed so that they were independent of each other.

The new course structure was designed to provide more appropriate learning opportunities for all students including a range of courses from the remedial to the very sophisticated. Furthermore, if a student was misplaced he could be rescheduled at the end of any quarter. School principals who were interviewed indicated that this was one of the major advantages. They felt that under the old method where students took two semesters during a year they were locked in to a program whether it was serving their needs or not. Rescheduling every quarter gave the student and his counselor an opportunity to evaluate the student's progress. As one principal put it, "We are living with flexibility. We are trying to handle schedules and kids, and this means that we are more open minded."

Scheduling procedures. The number and variety of courses provided for in this program offers the administrator of each school the flexibility to develop a schedule

which will meet the needs of his school community. It is apparent that the new curriculum is student centered.

Curriculum co-ordinators and school principals indicated that the shorter, non-sequential courses allow students to move vertically through grades eight to twelve, and at the same time move horizontally through the program at any level.

A scheduling procedure which allows student involvement to a greater degree than was previously possible eliminates a great deal of the administrator's concern about building a master schedule. The procedures for this scheduling are:

1. Pre-registration. This takes place during the seventh week of each quarter and is the most important part of the scheduling procedure. The student and teacher decide if the student is in the proper course level and if the student's interests and needs are best being served by the courses chosen.
2. Master schedule. The data from the pre-registration are used to develop the master schedule. Courses to be included depend upon such factors as the number of students who request a course, faculty competence and space availability.
3. Registration day. Two days are provided between quarters for registration. On the first day students in grade eight and nine register and on the second, students in grades ten, eleven and twelve. Teachers representing each department are available for consultation, along with guidance personnel who have student records available. Principals were unanimous in indicating that in less than five hours they could have a master schedule for seventeen hundred students which would be operable the following day. In only a few instances were there any scheduling conflicts.

Planning for the change. When planning and developing the non-sequential, quarter courses, the chief administrators of Fulton County felt that every teacher

should be involved. It was apparent from the interviews of Curriculum Co-ordinators, principals and teachers that involvement at all levels was, and still is, very high.

Federal funds were available to the Fulton County schools under a Title Three Program for change and innovation. This money was used for studying curriculum change, for bringing curriculum consultants in to work with Fulton County teachers and for freeing department heads of teaching responsibilities so they could co-ordinate and develop new courses. Teachers, after two years of studying, planning and consulting, began to write the new courses.

The Fulton County system realized that it must have community understanding and sympathy for the change. Parent and business groups, such as Parent-Teacher Associations, civic clubs, garden clubs, church groups, Chamber of Commerce, business-men's groups, and service clubs were contacted and speakers were furnished upon request. Newspaper articles, local television and radio programs were directed towards the community to supply information.

Colleges and universities were consulted about the new structure, new credit policy, the possibility of students meeting graduation requirements from high school at the end of a quarter rather than in June, and the possibility of students entering college at a time other than September.

Fulton County personnel believe that the most important single factor in the change process was the involvement of principals, teachers and students in each school. A thorough knowledge of the program and a willingness to work towards its full implementation on the part of school faculty was considered to be the essential ingredient.

Extended Summer School Program, Warwick, Rhode Island

This community of one hundred thousand has its own school district which serves approximately twenty thousand students in grades one to twelve. There are more than

one thousand teachers serving in five high schools and thirty-five elementary schools. The Rhode Island State Legislature provides funds to the Warwick school system for a one hundred and eighty day school year. This means that any attempt to extend the school year must be completely self-supporting.

The school year in Warwick is rescheduled by adopting an extensive summer school program. Henry Tarlian, supervisor of Extended School Services in Warwick, indicates that the summer school serves two major objectives: to allow a student to raise an unsatisfactory mark to a passing grade and to allow a student the opportunity to take enrichment courses. In order that the program can pay for itself, students must pay fees.

The responsibility for attendance is placed upon parents and students. Perfect attendance and punctuality are expected. All students who are in good standing are welcome to participate in Warwick's summer school classes. Students who have been suspended or who have dropped out during the year are not considered in good standing.

Elementary division. The program, which begins at 8:00 a.m. and ends at 11:00 a.m. is arranged on a departmental basis. There are three areas from which students may choose their classes.

The first is skills improvement and is specifically designed to help students who have problems in reading and mathematics. Individualized instruction is stressed so that reinforcement and the learning of new skills become the focus of this area.

The second area is science. Since enrichment is the keynote of a vital and forward looking program, the summer school attempts to provide a unique science learning experience for all students enrolled. Classes meet each week on a rotating schedule so that students can enjoy the basic principles of physical and natural science.

Enrichment activities provide the third area of study available to elementary

students. Project work in arts and crafts are encouraged. The emphasis is placed according to the interests and abilities of students. Social studies and mathematics form the base of another enrichment activity which includes a study of Primitive Societies using the discovery method of problem solving. A student may take this course only if his teacher and principal recommend that he do so.

Secondary division. A much wider variety of program offerings is available to Warwick secondary students. This program is also divided into three areas of study.

Area I studies are designed for make-up, review, preview, or reinforcement. Almost all of the regular winter courses are available to students if enough enrol to make the class self-sufficient.

Area II studies are designed primarily for the purpose of broadening a student's academic background. Courses offered include personal typing, Arts and Crafts, a third foreign language, Marine Biology, advanced gymnastics, Computer science, Science lab techniques and Instrumental music. The offering of these courses is also dependent upon enough students enrolling so that they pay for themselves.

Area III studies are designated as special programs. Included are Physical Education with emphasis on improving skills in gymnastics, individual and team games, Industrial Arts, Independent Study, Basic Physical Conditioning for boys who will participate in football, and Driver Education with emphasis on theory and practical experience.

Both the elementary and secondary programs operate for six weeks. Results of the program are credited to students in the same manner as the regular winter classes. Enrollments have been such that two elementary schools and two high schools have been used for the summer school program.

The Warwick school system has had no difficulty staffing its summer program. Teachers are invited to apply and there are always more applicants than there are

positions. Teachers are paid seven dollars an hour while involved in the summer program.

Extended Summer School Program, Butler, Pennsylvania

The Butler County School District serves five thousand, three hundred elementary students, two thousand, eight hundred and fifty junior high students and two thousand, eight hundred and fifty senior high students in a 6-3-3 pattern of organization. The comprehensive summer program, which complements the traditional one hundred and eighty day school year has four basic components.

Summer demonstration schools, open to all qualified students of the district, have been conducted in cooperation with a college or university for teacher training. This program operates for thirty days in one elementary school and one high school. The elementary school classes are held for three hours per day and high school classes for four hours per day.

A second program, with credit courses offered on a non-tuitional basis, is open to high school students of the district for a term of six weeks. Classes are conducted for four hours per day in a five-day week.

A summer program for junior and high school students who are interested in instrumental music is offered five hours a day for eight weeks.

A fourth aspect of the summer program, with emphasis on recreation, play, and physical fitness, is offered to regular enrollees on a non-tuition basis at the senior high school. The facilities are utilized eight hours a day for eight weeks.

This extensive summer program has been developed for two prime reasons. The first is to allow for greater utilization of facilities and the second has been to provide opportunities for enriching the development of the children of Butler County.

Teacher reaction. The fact that teaching in the summer program is attractive to teachers is evidenced by the fact that there are always more applicants than there are positions. Teacher selection is based upon certification which means salaries

are pro-rated for teachers in the summer program to a maximum of $8.50 per hour.

Teachers have indicated that they favor the summer program for three reasons. The first is that they work in a more relaxed atmosphere, second the children who volunteer to attend are enthusiastic and third, the remuneration makes it worthwhile.

The future of the program. As a result of the success of their summer program, the Butler County school district is beginning an in-depth study of the rotating four quarter plan. They intend to use the Atlanta and Fulton County experience as a model.

Paul Fiscus, chairman of the Butler Extended Year Committee, has indicated that the greatest obstacle to this study is a lack of funds. He suggests that to carry out the necessary curriculum revision after school hours and on weekends is pointless because from the standpoint of educational effectiveness these hours are basically non-productive. Like Atlanta, the philosophy of Butler's desire to move into a four quarter plan is to improve the quality of instruction and thereby improve the calibre of learning experiences available to students.

Butler County is capitalizing on two fundamental criteria in their planning for a four quarter concept. The first is the present public acceptance of the summer school program. The second is the involvement of department heads and teachers in the development of non-sequential courses to be used in the four quarter plan.

## RESCHEDULED SCHOOL YEAR PLANS BASED ON ECONOMIC CONSIDERATIONS

### The 45-15 Plan, Lockport, Illinois

Introduction. Lockport's 45-15 Plan began operation on June 30, 1970. It calls for students to attend school for forty-five days and then vacation for fifteen days. The student body will be divided into four compulsory attendance groups which will rotate so that three quarters of the student body are in school at any one time. (See Appendix C).

Lockport is a fast growing community located soutwest of Chicago. It is because the community has been expanding too rapidly that this play was implemented. Ken Hermanson, superintendent, reports that since 1960, the student enrollment has risen from eighty-nine to five thousand, five hundred. Within five years it is projected to be twenty thousand. He reports that the plan is a matter of necessity. In the past ten years the community has passed fifteen educational tax rate increases on itself. The school district is presently at its legal taxation limit and cannot ask the community for more money.

Hermanson goes on to suggest that the prime goal of the 45-15 Plan is utilization of existing facilities. On June 30, Lockport will have increased its classroom equivalence from one hundred and eighty to two hundred and forty without building any additional classrooms.

Although Lockport's prime consideration is increased utilization, Hermanson points out that they are not rescheduling the school year to save money:

> I have spent two years studying this concept and I have found no way where you can save current money. There are a few places where you can defer future educational expenses . . . not savings in your current budget. We do expect to be able to channel $6,000,000 from a projected capital building budget into other areas. But this does not save the taxpayer. He is at capacity now and will have to remain there. (See Appendix C).

The 45-15 Plan provides continuous operation except for two weeks during the summer. At this time any necessary renovations to the school plants will be made and recycling adjustments will occur so that the 45-15 Plan will fit the next calendar year. Students will attend school for one hundred and eighty days in a calendar year, the same as they do in a traditional school year.

The planning phase. Student enrollment increases were presenting serious accommodation problems in Lockport. The fact that enrollment was projected to increase from five thousand, five hundred in 1970 to twenty thousand by 1975 caused school board and administrative officials to examine the problem.

In January, 1969, planning began. In February of that year the Educational Compumatics Company of Chicago was employed to begin an analysis of factors such as population growth, expected school expansion, financial limitations and alternatives to the traditional one hundred and eighty day school year. By the fall of 1969, the administrative and school board personnel were committed to the 45-15 Continuous Cycling Plan.

It was at this time that principals and teachers were brought into the planning stage. Teachers were concerned about salary implications and the opportunity to continue their own education. Concern was also expressed about the level of teaching effectiveness and student learning effectiveness. Principals began to examine administrative implications of the change such as long range cycling plans and student attendance groups. Concern was also expressed over smaller administrative details like space for storage, budget requirements for materials, equipment which will wear more quickly, and a faster turnover of consumable supplies.

Information was transmitted to parents at this time as well. A public relations program was established to provide basic facts about the 45-15 plan and why it was considered necessary. Information and speakers were made available to church groups and other civic and community organizations. The public was encouraged to hold neighbourhood coffee parties at which school officials appeared and provided information.

In January and February of 1970, once teacher commitment to the plan appeared certain, details were finalized about contractual arrangements. Those who were on the staff were given their choice of the kind of contract they wanted. Teachers could choose any contract between one hundred and eighty days and two hundred and fifty-seven days. Those who decided to teach for longer than one hundred and eighty days were paid on a pro-rated basis.

In December of 1969, parents were informed which of the four attendance groups their children would be in. Hermanson indicated that although they were prepared for

a significant negative reaction, none was forthcoming. Except for a few minor problems, this information was received positively.

The Public Relations program was continued through the late winter and early spring of 1970. Releases to the press, radio and television continued to keep the public informed and created a positive image toward the 45-15 plan.

On May 1, 1970 a second personal letter to parents explained the details of the plan again and indicated what school the children would attend. If the plan is to provide optimum utilization of facilities, the attendance groups will have to be equal in size and classrooms will have to be filled to near capacity at all times. This may necessitate having some children bussed to schools rather than attend the neighbourhood school.

The value of the plan remains to be seen. It would appear that it has a good chance of being successful. Valleyview officials are prepared to evaluate the plan and to continue the public relations program already begun. School officials, at this stage, are confident that the 45-15 Continuous Cycling Plan will provide long term economic benefits, in that money which would have been needed for building will be channeled into other areas. Greater flexibility of staffing, better opportunities for student learning retention and a program which will more effectively meet the needs of students, are advantages which Lockport officials expect to accompany this reorganization. Time will now determine its place in educational innovation.

The Continuous Learning Year Cycling Plan

One of the prime American advocates of rescheduling the school year is George Thomas, Research and Evaluation Officer of the New York State Education Department. Studies which have been conducted in New York State and elsewhere by Thomas have led to the development of the Continuous Learning Year Cycling Plan (C.L.Y.C.P.). It is a broad concept which can incorporate a number of specific alternatives.

Rationale. The C.L.Y.C.P. is based upon a continuous progress concept. Placement of students in a group, class or school is dependent upon teacher identification of a pupil's stage of readiness for a new and higher learning activity. Students can progress through a series of sequential and related activities at their own rate. The student continues working according to his state of readiness. In a setting which recognizes a true continuity of learning it does not matter when a student is out of school. He merely continues, upon his return, where he finished prior to the recess.

Operation. The student body is divided into five groups with students rotating through attendance cycles. Students attend school for eight weeks and then vacation for two. A four week summer vacation is also built in for every student. The least number of school days for a student is one hundred and ninety and the most is one hundred and ninety-three. In the course of a year each student works through five learning sessions and five two week recess periods. This cycling plan releases students from school during all four seasons of the year.

Families with more than one child would be scheduled so that all children would be in the same cycle. This means that the cycling groups would be based upon geographic boundaries.

Educational implications. The cycling plan deliberately attempts to stem the regression and forgetting associated with the long summer vacation by keeping recess periods short. Children appear to need a continuity of learning experiences which is lost if formal education stops in the spring and begins again in September. Ultimately, the continuous cycling plan will place education on a full time basis. With the adoption of a realistic continuous progress plan, all students will move to new levels when they are ready for them.

The fact that teachers can be employed for twelve, eleven, ten or fewer months is often cited as an advantage of the cycling plan. Flexibility in staffing and the opportunity to take advantage of persons who are qualified to teach, but who do not want to work for a full year, make differentiated staffing more flexible than with a traditional school year. Teachers who choose to teach for longer than the traditional year are paid on a pro-rated basis according to the type of contract they choose. In order to attain optimum benefit, flexibility must be assured so that teachers may attend university to continue their own education.

Economic implications. School systems generally find that their biggest expense item is professional salaries. When the number of months the schools are used increases, the amount of money needed for salaries will generally increase also. Actual savings from this item would be likely to occur only if the continuous cycling plan meant that new classrooms and new teachers would not be necessary. A significant reduction in staff would be necessary to offset the additional monies paid to teachers who were working for longer than the traditional year. Because the basic rationale of the plan is continuous progress related to a greater degree of individualized instruction, it may be that a significant drop in staff would not be desirable.

Where there is a shortage of classroom space, it is possible to obtain the equivalent of twenty percent additional space without new construction. This release of space is made possible by overlapping groups of students to insure that twenty percent of the total enrollment is in recess at any one time.

The majority of all repairs and maintenance can be completed when schools are in session although this would probably mean a rescheduling of custodial duties. A school should not have to cease operations to be cleaned or have general repairs made any more than a bank or office building.

In some school districts, cycling could enable school boards to close obsolete

school buildings, reduce class size or set the stage for the conversion of standard classrooms to learning centers or open space classrooms.

Operating expenses for a school district will rise, unless it is possible to close a number of old, obsolete buildings. The number of plants closed would have to offset increases in light, power, heat, and/or air conditioning, custodial salaries, administrative salaries, clerical salaries, equipment, and general maintenance. If enough buildings were closed the savings on their operation would compensate for increased operational expenses in the plants which remain open.

School systems that operate bus fleets to transport students could likely realize a saving in this expense if a cycling plan were introduced. If the total number of students who are in school at any one time is cut by twenty percent, then the number of buses needed can also be cut by twenty percent. This reduction in capital spending could be complemented by a reduction in operating costs as fewer drivers, mechanics, and other technicians would be needed. Less money would be needed for insurance and other daily operating costs as well.

The Quadrimester Plan, Northville, Michigan

Typical of many school systems investigating the feasibility of rescheduling their school year is Northville, Michigan. Northville is a community located near Detroit with three thousand students from kindergarten through grade twelve being served by six schools. The school population of Northville is expected to reach thirty thousand during the next few years.

Recognizing the need to meet this problem, the school board adopted a resolution to study the feasibility of year-round school operation in December of 1967. This decision was reached because school construction costs were soaring at a higher rate than the taxpayers were willing to pay.

The planning phase. A committee of interested citizens, school administrators and teachers was formed. They were charged by the school board to develop a thorough evaluation of all available information and research on the year-round school, the areas of the present instructional program which would be affected by a change to the year-round school approach, the development of the necessary steps to be taken in a transition to this program, and a cost analysis of the operation of a year-round school compared to the traditional school year.

Committees were formed with the objectives of each committee clearly established. The culmination of this committee work was a major report submitted to the Board of Education. It was they who held the responsibility regarding the yes or no of year-round schools.

Nine specific questions were formulated by the Northville Board of Education, which formed the basis of the study. They were:

1. What does research say about the Year-Round School? (Analysis)
2. How many Year-Round School Concepts are there and what are they?
3. Where are there programs operating under the Year-Round School Program? What can they tell us?
4. Where are there some schools who operated under such a program but have discontinued it? Why and what do they say about it?
5. Which Year-Round School Concept would be best for the Northville Public Schools? Why?
6. How much would it cost to operate under a Year-Round Program? As compared to the Traditional Program?
   a. Pupil Enrollment and Staff Needs
   b. Facility Needs
7. What aspects of our present program would require changing? Can they realistically be changed and how?
8. What procedure should be followed, including timetable, if we moved to the Year-Round School?
9. What is the community's attitude toward the Year-Round School?

An analysis of the committee structures shows that the involvement of both teachers and community was considered vital to the success of the feasibility study.

The Quadrimester Plan. The committee studies resulted in a decision by the Northville Board of Education to adopt the Quadrimester or Four Quarter method of rescheduling the school year. The traditional two ninety day semesters of the nine month school year was changed to four sixty day quadrimesters.

All students will be required to attend three of the four quarters. This makes the Northville plan a cycling arrangement and it would be more appropriate to term it a Rotating Four Quarter Plan. Since one-quarter of the students are on vacation at any one time some families will have to change their vacation patterns from a summer at the cottage or beach area to a new recreational pursuit or a different vacation area. This is noted by Northville school officials to be the chief disadvantage of their plan.

As well as the regular vacation quarter, all students receive a vacation at Christmas, Easter and a ten day break in the summer. There would also be two day recess periods between each quarter.

Economic premise. One of the most attractive features of the quarter plan to Northville officials is its potential for saving the taxpayers money for construction costs. The student enrollment is expected to double in four years to 7,300 students. At present, the Northville schools can accommodate three thousand, three hundred students and by implementing the Four Quarter Plan their capacity can reach 4,400. The cost per student for school construction is $4,000. The Four Quarter Plan could show net savings in providing accommodations for these students alone of about $450,000 in one year.

The real savings in the quadrimester plan seem apparent in a long range building program. The year-round school study has projected the growth of the Northville School District for the next five years. If the maximum projection of population expansion holds true, Northville could save forty percent of anticipated construction and bond interest costs which could amount to over $7.5 million.

Operational costs would be affected initially by a switch to the Four Quarter Plan. There would be some additional costs involved in adjusting work schedules, conducting in-service training for all staff members, up-grading curriculum standards and generally making the transition from the two-semester system to the four quarter plan. As Northville has not yet made the conversion to the new plan, these exact costs are not yet known.

However, the Study Committee has determined that once this conversion has been completed and the year-round school is fully implemented, operating costs per pupil would be no higher than they are under the present plan. Even during this transition period the committee could foresee no per pupil increase in the cost of transporting a student to school or of maintaining the buildings.

In fact, the committee felt very strongly that an operational cost saving per pupil would be realized due to the increased efficiency in operations, transportation, maintenance, and administration. Having fewer buildings to staff, administer, operate, and maintain and being able to program each of these items on a "full production" basis rather than the current "stop-start" procedure could enable Northville to employ systems of efficiency which are not now economically feasible. The committee further observed that on a full time basis, teachers' rate of compensation could be established more in line with other professions and industries.

Educational implications. One of Northville's major goals in conducting the year-round study was to find a means of improving the quality of their educational program. It was felt that changes in school routine must be accompanied by better educational opportunities, or year-round schools could not be justified.

The Study Committee is of the opinion that the Four Quarter Plan adds flexibility to the curriculum which will allow a wider choice of courses, better instruction

and the opportunity for greater student involvement in planning and selection. For example, students will be allowed to choose classes three times a year. Once a student has begun a class he is locked into it for sixty days rather than the traditional ninety. If he is unable to cope with the course he can change at the end of a quarter and move into something which has more meaning for him.

Once it is possible for students to attend the fourth quarter, opportunities will be available for remedial work as well as enrichment. Northville officials expect that once the program is fully operational, some choice will be granted to students about attendance during the fourth quarter.

A complete curriculum revision is expected before this plan could go into effect. Subject matter would have to be designed to fit a sixty day block rather than the traditional ninety day unit. Credits for graduation would also have to be geared to quarter units rather than semester units.

PART B

## APPROACHES TO RESCHEDULING THE SCHOOL YEAR IN SASKATOON

In this section, approaches to rescheduling the school year of particular applicability to the Saskatoon Public School System are discussed. They are

Chapter 4 - The Summer School Approach.

Summer school programs presently in operation are described and suggestions for their expansion are presented.

Chapter 5 - The Divided Year Approach.

Three plans of particular applicability to collegiates on the semester system are discussed. These plans would, among other things, divide the school year so that the end of the first semester coincides with the Christmas break.

Chapter 6 - The Rotational Approach

As an example of a cyclic approach to rescheduling the school year appropriate to Saskatoon, the 8-2 Plan is presented. Educational, economic, and societal implications of the plan are discussed. In this chapter the matter of whether money can be saved through year-round operation of the schools is dealt with.

# CHAPTER 4

# THE SUMMER SCHOOL APPROACH

## Introduction

One of the most attractive ways of modifying the school year is to provide learning experiences during the summer months when students are not required to be in school. The fact that summer programs are voluntary means that only those students who wish to take them are enrolled. In addition, the provision of programs during the summer allows one to retain the traditional school year and yet make greater use of school facilities.

The scope and variety of summer school offerings is almost limitless. In most cases, however, summer schools have been provided primarily for remedial purposes and particularly for high school students. The majority of summer school programs have been introduced to accommodate high school students who would have had to repeat their entire year because of the failure of one or more classes.

But remediation at the secondary level is only one of many purposes which can be served through summer school. Courses can be offered for purposes of enrichment, interest, and acceleration. Advantage can be made of the fact that there are unique opportunities for learning in the summer which are not possible at other times during the year. Field trips, camping excursions, nature study, outdoor education - these are some activities which would be facilitated through the provision of summer programs. The fact that these programs can be offered without the requirements of tests and other forms of evaluation only enhances their acceptability on the part of students.

In this chapter, summer school programs presently available in Saskatoon will

be described. These will be discussed in terms of programs for elementary students and for secondary students. This distinction reflects the fact that until 1971 summer school programs were operated under different school boards. As well as describing these programs, some suggestions for their improvement and expansion will be made.

## Summer School for Secondary Students

For the past eleven years the Collegiate Institute Board has operated a summer school program in Saskatoon. The major purpose of this program has been to provide classes, primarily in the academic subjects, so that high school students could make up deficiencies in their program. Although these courses were instituted primarily for the benefit of Saskatoon collegiate students, they are taken by many non-resident and adult students.

In 1970 there were three types of courses offered at summer school:

Program I Fifty hours of instruction in morning credit courses, grades 9 - 11.

Program II Sixty hours of instruction for credit in morning classes, grades 11 and 12 and evening classes for adults, grades 9 - 12.

Program III Forty hours of instruction in general interest and enrichment non-credit courses.

These courses were given at Mount Royal and Walter Murray Collegiates from July 6 through August 7, 1970.

Despite the offering of many non-credit courses, the remedial nature of the summer school program is reflected in the criteria for promotion and enrolment as stated in the 1969 Summer School Report.

1. A student with up to two subject deficiencies in June was able to continue in the same program by voluntarily upgrading these deficiencies at Summer School.

2. A student with deficiencies in Literature or Composition or Mathematics in June was able to qualify for full promotion by successfully completing classes in Remedial English or Remedial Mathematics, at the same level, at Summer School.

3. A candidate could enrol in, at most, one new credit course or two repeat credit courses, or two non-credit courses.

4. Enrolment for credit at a grade level above that in which enrolled in June was permitted only with the expressed endorsement of the principal of the school.

Enrolment figures for all students and adults during the years 1966-1970 indicate that (a) attendance has fluctuated considerably during this time, primarily due to a drop in enrolment in 1967 because of the centennial year, and that (b) attendance since 1968 has been declining. Table V provides the breakdown of enrolment figures for this period.

TABLE V

SUMMER SCHOOL ENROLMENT BY SOURCE - 1966-1970

| SOURCE | 1966 | 1967 | 1968 | 1969 | 1970 |
|---|---|---|---|---|---|
| Resident Secondary | 601 | 506 | 780 | 638 | 413 |
| Non-Resident Secondary | 331 | 224 | 336 | 324 | 243 |
| Resident Adult | 100 | 101 | 79 | 60 | 99 |
| Non-Resident Adult | --- | --- | 61 | 72 | 51 |
| TOTALS | 1,032 | 831 | 1,256 | 1,094 | 806 |

Students attending Summer School pay tuition fees based on the number of hours of instruction offered. No grants from the Department of Education are made available for summer school purposes. Table VI indicates the three kinds of programs offered, the number of hours of instruction, and the fee structure for 1970.

TABLE VI

SUMMER SCHOOL TUITION FEE STRUCTURE

| PROGRAM | HOURS OF INSTRUCTION | RESIDENT FEES | NON-RESIDENT FEES |
|---|---|---|---|
| II | 60 | $30.00 | $40.00 |
| I | 50 | 25.00 | 35.00 |
| III | 40 | 20.00 | 30.00 |

Teachers are recruited from applications made by regular Collegiate teachers wanting to instruct summer school. In 1970 over 40 teachers received ten dollars an hour for instructing 2,250 hours of classes. For a class to be offered there must be a minimum enrolment of twelve students.

In recent years, the most significant feature about summer school has been the fact that although the number of courses offered has been increasing, the number of students taking these courses has been declining. In 1970 the registration of 806 (of which only 431 were resident Saskatoon Collegiate students) represented a decrease of almost 300 (26%) compared to 1969 and approximately 200 less than the five-year average.

In an effort to broaden the scope of the summer school program and to encourage attendance

- evening classes for adults have been introduced
- non-credit courses of general interest and enrichment have been offered
- students have been allowed to credit on their regular program one class offered at summer school.

None of these approaches has paid off in terms of increased enrolments. The majority of students, it would seem, still attend summer school because they are strongly urged to do so, rather than because they really want to be there.

A number of reasons have been suggested to account for the drop in enrolment generally and particularly on the part of resident collegiate students.

1. Promotion by subject rather than grade has meant that students do not have to repeat the entire year if they do not pass all of their classes.

2. Semesterization of classes has resulted in the fact that many students, who would have taken classes they missed at summer school, now repeat these classes during a subsequent semester.

3. Promotion of students who, it is felt, will benefit more from going on in school than being held back has become more widespread and has reduced the number of students who might otherwise have gone to summer school.

4. Lack of publicity about summer school within the collegiates compared to the amount of publicity directed at non-resident and adult students.

What, then, seems to be the future for the summer school program at the high school level in Saskatoon? In view of the somewhat discouraging events of the last few years and particularly the lack of interest shown in 1970, one could conclude that the best thing to do with summer school is to let it die a natural death. There seems to be little point in continuing with something which meets the educational needs of so few people.

On the other hand, there would seem to be a need for providing some kind of summer school program.

1. There are still a significant number of students for whom the opportunity to repeat classes is valuable.

2. With the possible reduction of regular elective courses due to increases in the pupil-teacher ratio, there will be an increasing need to provide such courses during the summer when students from more than one school can have access to them.

3. Because the collegiates in Saskatoon are unable to offer all the courses recommended

in the Division IV program guide, some of these courses could be given during the summer.

4. The possibility of applying summer school courses to the regular program is advantageous for those students who would like to enrich their program, pursue their specialization, accelerate their program, or be away from school for part of the regular year.

5. The difficulty that many students have in finding jobs or pursuing other worthwhile activities during the summer.

6. The desirability of students being used to the idea of attending school during the summer in the event that a year-round plan of school operation might be adopted.

Since there still seems to be a need to retain a summer school program, what could be done to enhance its attractiveness? There are presumably a number of things which might be done to make summer school more appealing to students. Here are some possibilities:

1. If summer school were not "something apart" from the regular school program. Many students appear to view summer school as a foreign entity. Because they are actually ignorant of what summer school is or what it can offer, they are obviously not going to attend. If summer school could be incorporated into the regular program, however, its visibility would be enhanced and its status increased.

2. If summer school was given greater publicity in the school, and particularly if the teachers involved promoted their courses.

3. If classes offered for purposes of interest and enrichment were credit classes rather than non-credit classes.

4. If classes were offered in more than two collegiates.

5. If tuition fees were done away with.

6. If students were allowed, and in some cases encouraged, to accelerate their program by taking summer school classes.

7. If a bus service were provided for students living a long way from the school where classes were offered.

8. If portions of the school besides the physical education wing were open in the evenings, on weekends, and during the summer, so that students were used to the idea of being at school at times other than when regular classes were on.

9. If the atmosphere during summer school were more relaxed than during the regular year.

10. If social activities for summer school students were more extensive.

11. If an attractive summer school calendar, similar to the one put out by the university, were prepared and widely distributed.

12. If some classes were actually held at the university or at the Institute of Applied Arts and Sciences.

13. If a film depicting summer school activities was prepared and shown in the schools.

14. If a full-time director of summer school were employed to publicize and administer the program.

15. If performance contractors were given a free hand in providing courses and attracting students.

While it is recognized that some of these suggestions may seem farfetched or unrealistic, not to mention expensive, they are presented here in the belief that unless the summer school program gets a "shot in the arm", and improves its image with high school students, it might as well close its doors. The writing is on the wall as far as the future of summer school is concerned. Either it alters its emphasis and updates its purpose, or it will slowly fade into the educational sunset.

## Summer School for Elementary Students

Like most school systems in North America, the Saskatoon Public School System has not provided summer programs for elementary school age youngsters. Since 1969, however, this situation has changed. Two types of summer programs have been offered in the last two years, one in outdoor education open to all elementary school students, the other in compensatory education for selected pre-school children in a single school. A description of each of these programs follows.

### Outdoor Education Summer Program

A four-week program emphasizing outdoor education was held during July of 1970 at College Park School. This program served 162 students in grades 1 - 8 who came from 25 public schools and 5 separate schools. Tuition for each public school student was $26.00

Students were divided into three groups with specific themes and appropriate involvement of students. The themes were:

Group I Exploring our Community

Group II The Components of a Natural Community

Group III An Ecological Study of a Community

Four major types of activities were provided. These were:

(a) Field Trips - cook outs, mapping, collection, identification, mounting, study of plant and animal life.

(b) Skill Development Activities - use of compasses and binoculars, organizing data collected, physical education, crafts, mural work.

(c) Orientation Day - introduction of teachers, field trip organization, outline of the indoor program, determination of student needs.

(d) Culmination Day - family picnic and swim at Pike Lake, presentation of student awards.

Student time was divided between in-school activities and trips to Pike Lake and

other places of interest.

The program was provided by a staff of ten teachers recruited from teachers in the school system who indicated an interest in the project. They were divided into two teams of five - one to organize the indoor program and the other to coordinate the outdoor program. The moving force behind the entire program and the person who deserves much of the credit for its success was the principal of College Park School, L. M. Hunt. Without his initiative, enthusiasm, and general leadership qualities, the program would never have gotten off the ground.

Table VII indicates the expenditures needed to operate the program.

TABLE VII

OUTDOOR EDUCATION PROGRAM EXPENDITURES 1970

| Item | Amount |
|---|---|
| Staff Salary | $3795.00 |
| Transportation | 738.00 |
| Materials | 186.67 |
| Stenographer | 165.00 |
| Advertising | 15.68 |
| TOTAL | $4900.35 |

Revenue for the summer program consisted of student tuition fees totalling $4,261.00 and a grant of $1,000.00 from the Saskatoon Public School Board. Because expenditures were less than revenues, only $639.35 of the School Board grant was actually needed. The major reason for the fact that expenditures were kept so low was that many Saskatoon business firms donated materials and services to the program.

Reaction to the Outdoor Education Program on the part of students and parents was very favourable. Of 64 parents who returned questionnaires, 60 indicated that they would send their children again. Of the 114 students who returned evaluation forms, 65 said they would participate again, 34 were unsure, and 15 said no. A complete summary of parent and student reaction is included in Appendix D.

Mayfair Headstart Program

The purpose of this program, offered during the summer of 1969 and 1970, was to provide a greater degree of readiness for a selected group of children entering the year one program at Mayfair Public School. The origins and nature of the program are described in the following report of the principal, D. M. Lockerbie, after the first year of operation.

"The teachers in Mayfair School have been aware for several years that a rather large proportion of their beginners lack certain skills and background which are necessary for average progress in the Year One program. In the past, approximately one-quarter to one-third of the beginners have been placed in a decelerated program. Most of these children have had no kindergarten experience before entering school. Many or most of them actually have average ability.

In the spring of 1969, concern about this problem resulted in a proposal being prepared and presented by the school to the Public School Board. This proposal contained an outline of the problem, and a suggestion that a summer "Head Start" program be implemented in Mayfair School. The Board gave its enthusiastic approval and financial support to the venture at a meeting early in June. Work on the project began immediately.

A number of procedures were used to select youngsters who appeared most likely to benefit from the program. At a Spring Tea, all prospective Year One beginners and their parents were informed about the school and the Year One program. At that time parents completed a family history form. A Play-Day was held later for all pre-schoolers. The purpose of this was to enable observation of children's physical and emotional development and attention span. A checklist was also completed by the parents providing information on certain skills and abilities possessed by the children. Finally, all prospective beginners came to school for the administration of the Metropolitan Readiness Test. Using the results, the principal and primary teachers selected 26 students who seemed least ready for the school program. Parents of each were contacted. Fifteen students actually attended the classes.

The summer classes were conducted by Miss D. Garman, a teacher at Mayfair, with the assistance of a teacher aide. Students attended each morning during August and field trips were conducted on two afternoons per week. The program concentrated upon activities designed to foster the social, emotional, physical and intellectual development of the children. Language skills were emphasized which helped to develop a language background. Concrete and semi-concrete materials were used to aid in visual discrimination. Physical activities not only assisted gross and fine motor co-ordination, but also provided further opportunities for children to learn to co-operate with others and adjust to new situations. Numerous motor skills such as the use of scissors and the tying of shoes were learned. Nursery rhymes, songs and stories provided children with ways of developing auditory discrimination. The teacher kept anecdotal records of observed growth in each child, and parents were informed of activities and growth achieved.

Subsequent test results as well as teacher and parent reaction give reason to believe that the program was successful. The total time available, of course, was limited. School staff members will continue to assess the results of this project as they work with the children throughout the year. Initial reaction, however, suggests that an important means may have been found of meeting early school difficulties."

Table VIII indicates the costs of operating the Mayfair Headstart Program, which involved one teacher and one teacher aide. The per pupil cost, based on fifteen students, was $54.00

TABLE VIII

MAYFAIR HEADSTART PROGRAM EXPENDITURES 1969

| Item | Amount |
|---|---|
| Teacher (4 weeks in August) | 400.00 |
| Teacher Aide (4 weeks) | 180.00 |
| Transportation for tours | 80.00 |
| Materials - teaching | 100.00 |
| Materials - testing | 50.00 |
| Total | 810.00 |

These expenditures were assumed by the Public School Board, since no tuition fees were charged.

Discussion

These two programs are indicative of the possibilities that exist for summer school programs in Saskatoon. They have served to open the door to many other programs that could be offered for elementary school age youngsters. It cannot be assumed, however, that their success is a predictor of the success of all subsequent ventures. To a large degree their success was due to the fact that

- they were initiated to fill a need that the regular school program was not meeting
- they were organized and carried out by people committed to their success and prepared to go beyond the call of duty if necessary in order to achieve it

- they were the first of such programs offered in Saskatoon.

In looking to the future, then, it cannot be assumed that these conditions will always exist. If summer school programs in Saskatoon are going to be continued and expanded, then the Public School Board will have to be prepared to

- make available to a greater extent the services of central office personnel, at least in such areas as accounting, mailing, and duplicating. No summer school program, for example, should have to pay its own accounts, keep its own budget, and prepare its own financial statement. The same services that are available for regular programs should be available for summer school programs
- provide someone in the central office who has a major responsibility for coordinating summer school programs. Because of their present work load, central office administrators cannot be expected to provide the time and effort needed to meet the needs of a summer school program
- make available to all summer school programs the facilities, equipment, and supplies which are in the system but which may not be in the schools where programs are operating.

In order to encourage the development of summer school programs for elementary school youngsters, it is suggested that:

1. Someone in the central office be designated as a coordinator of summer programs. This would not be a full-time responsibility in terms of the other work the individual could do. It would mean, however, that people in the school system would know who was responsible for summer school programs.
2. Programs to be offered at summer school should be decided on the basis of proposals submitted to the central office. One of the functions of the coordinator of summer programs would be to encourage people in the system to submit proposals regarding

programs they would like to see offered. Proposals could come from many sources - teachers, principals, schools, central office personnel, home and school associations, outside agencies, or any combination of these.

3. Proposals for summer programs should contain a complete description of the program, its purposes, the students for which the program is intended, staffing requirements, sources of income, anticipated expenses, number of students needed before the program would be offered, nature of any evaluation to be carried out, dates, location, etc. The proposal would also indicate whether or not the individual making the submission is prepared to organize and administer the program. If approved, the proposal would constitute a contract between the Public School Board and the person submitting it.

4. A realistic deadline for the submission of such proposals would be established. After this date all proposals received would be reviewed by a committee of teachers, administrators, and possibly parents. On the basis of its evaluation of the proposals, the committee would recommend to the Director of Education its priorities for summer programs. If the approval of the Director and the School Board was received, those programs recommended by the committee would be offered.

5. The amount of two thousand dollars, presently budgeted for summer school purposes, should be increased by at least one thousand dollars each year.

These suggestions are made in the belief that

- summer school programs will be most successful if they are initiated by people who are most aware of the educational needs and interests of students

- placing the major responsibility for carrying out the program on the individual or group submitting the proposal will contribute significantly towards its success

- the function of central office is not to operate summer programs directly but to facilitate their operation through the provision of whatever resources they have available.

## Summary

In this chapter the summer school approach to rescheduling the school year has been discussed. Some of the possibilities inherent in summer programs were mentioned as well as certain advantages that this approach had as a means of rescheduling the school year. Most of the chapter was devoted to a description of programs presently being offered for elementary and secondary students, with suggestions for improvement.

In Saskatoon the summer school approach for elementary age youngsters is still largely untapped. The success of two recent ventures into summer programs would indicate that the potential for summer offerings is very good, providing these programs receive the nurturing they need in order to survive. On the other hand, the summer school program for secondary students appears to be at a crossroads. It can either continue in much the same way as it has in the past and risk the possibility of declining interest, or it can adopt some new directions which might enhance its viability as an educational endeavor.

## CHAPTER 5

## THE DIVIDED YEAR APPROACH

Ideally, any plan to reschedule the school year should take into consideration the needs felt to exist in the school system. If there are any deficiencies in the present organization of the school year which detract from the education of students, an attempt should be made to alleviate these shortcomings.

Almost the only deficiency regarding the school year which the directors of the study were made aware of concerned the collegiates in Saskatoon presently on a semester program. At present, five of the eight collegiates under the Public School Board are operating on a semester system. In these schools, courses which were formerly given over ten months are now taught in two semesters of five months each. The first semester is from the opening of school in September to the end of January, while the second semester is from the end of January to the end of June. Examinations are usually held during the last week of January and the last half of June, with most students taking at least four classes in each semester.

Although semesterization is relatively recent in Saskatchewan, it appears that it will become the predominant form of organization for most secondary schools, having been enthusiastically received in almost all schools which have attempted it. The advantages of semesterizing the high school program have far outweighed any disadvantages which might have been anticipated.

Because so many high schools are committed to the semester system, there is concern that the system should function as effectively as possible. The major improvement which most people would like to see made to the semester program would be to have the first semester end at the Christmas break rather than at the end of January.

Many reasons have been given for having the first semester end with the Christmas break and the second semester begin when students return to school in January.

1. The Christmas break of approximately two weeks, coming as it does near the end of the first semester, creates certain problems related to learning. As one high school teacher, writing in the last week of January has noted:

> The halfway mark in the academic year arrives this week, the last week of January. Its arrival is nothing short of a disaster through which teachers and students alike stumble trying to make examinations, supervise examinations, and mark examinations. There's a lot more to the mid-year mark than mere time.
>
> Atmosphere plays a vital role, too. The teacher must cope with the week before Christmas which starts the whole movement in a period of festivity. Because of the pressure exerted by Christmas, the idea of school festers and dies in the minds of the young. Many teachers would agree that the week before December 25 amounts to something of a dead loss where classroom effort is concerned. If the first half of the year ended before Christmas, the examinations could be scheduled so that a positive element might be injected in order to keep the momentum going to the last hour of school.
>
> No one expects immature people to act maturely. As a result, the holiday fever continues to rise even after students return to the classroom. Fearing a loss of time, many teachers try to finish a section or a course before the holidays. Revision looms large on the horizon, and going over material again is not the easiest occupation for both teacher and students . . . though it is a necessary one. If the new year began with a new slate, most teachers would be very happy because the practice would be sound educationally and psychologically.

Although this is only the opinion of one person, it would seem to be shared by many teachers and administrators, who consider that the Christmas holidays come at an inopportune time with respect to the learning of most students.

2. One of the advantages cited with regard to the semester system is that if a student fails a class during a particular semester, he may repeat it the next semester. Under the present system this can only take place after the second semester. It is not possible after the first semester because semester two begins almost immediately after the examinations for semester one have been written. Since the results of these examinations are not known for two or three weeks, students are not able during the next semester to take classes they had failed, but must wait until summer school or the following September.

If examinations for the first semester were written just before the Christmas break, however, there would be a much greater chance that the results of those examinations would be known before the beginning of the second semester. This would enable students who wished to repeat a class to do so immediately rather than after many months had elapsed.

Although it might not be possible to obtain the first semester marks for all students in time to modify their program for the second term, this could probably be done in the case of those students identified as possible failures. Since there is less reliance on the results of final examinations in assessing student ability, the cruciality of the final test mark is not as great as it once was. Increasingly, students' marks are based on their performance throughout the term rather than on how well they do on final examinations. Because of this, it is highly probable that even where a final examination is given, the student's mark in the class would be available in time to make adjustments to his program for the next semester.

3. Under the new Division IV Program, students in grades ten, eleven, and twelve are required to take only 21 classes to qualify for high school graduation, providing these classes meet certain requirements. Although presently students are encouraged, and in some cases required, to take more than seven classes each year, in the future most high school students will probably take only the minimum number of required subjects.

This means that in some cases students will be able to accelerate their program by taking four or five classes each semester and/or attending summer school in order to pick up additional classes. It is possible through this approach for some students to qualify for high school graduation after the first semester of their final year.

Under the present system, these students would have completed high school at the end of January. While this might make little difference in the case of students planning to enter the labor market, it would be a disadvantage for those students

who would like to enter an institution of post-secondary education. The soonest a person completing high school at the end of January could enrol in classes in post-secondary education would be the following spring or summer in the case of the University of Saskatchewan, or the following September in the case of the Institute of Applied Arts and Sciences.

If the first semester of the high school program ended in December, however, rather than in January, the prospects of a student continuing his education almost immediately would be somewhat better. The University of Saskatchewan, Regina Campus, admits students in January if those students meet the entrance requirements. Certain other universities, which operate on a semester system, will do the same.

Because the Saskatoon Campus of the University of Saskatchewan is not on a semester system, however, the opportunities for first year students to enter university in January is extremely limited. Although it is now possible for a student not having registered in September to become registered in second term half-classes, this applies mainly to upper-year students in certain professional colleges. Until there is a significant increase in half-classes offered in first-year programs (or the implementation of a semester system), it will not be practical for a student just completing high school to consider entering the University of Saskatchewan, Saskatoon, in the second term.

The Saskatchewan Institute of Applied Arts and Sciences operates on a system of two semesters beginning in September and January. At the present time, however, only students on the apprenticeship and upgrading programs may be admitted in January. All other students must begin their programs in September.

Despite the fact that the two major institutions of post-secondary education in Saskatoon do not now have a January entry point for high school students, it is hoped that in the future there may be more flexibility in this regard. If increasing numbers of students complete their high school programs in December and are desirous

of continuing their education uninterrupted, it could be anticipated, in view of their desire to accommodate incoming students, that the University and the Institute might consider revisions to their present programs to facilitate a January entry point. If this occurred, however, students would only be able to take advantage of the January admission if their final examinations in Grade XII had been completed in December.

4. Another reason for having the second semester begin at the first of January is related to the internship program of practice teaching. The majority of students in the Faculties of Education at Regina and Saskatoon who are planning to be high school teachers go out as interns for three and a half months during the first or second term of their final year. Students who intern from September to December find little difficulty being assimilated into the school program, especially since many of them begin when school opens in the fall.

In the case of interns who go into semesterized high schools on the first of January, however, the assimilation process is not quite so easy. This is because they arrive on the scene at the end of the first semester rather than at the beginning of the second semester. Since there are only two or three weeks of classes left before examinations, some teachers are reluctant to have the intern take over a class for so short a time. As a result, the intern may not actually do any continuous teaching until February, thereby losing some valuable teaching time. If the first semester concluded in December, however, he could start teaching almost immediately, thus making for a more meaningful practice teaching experience.

5. It should be noted, finally, that one advantage given for having the first semester end in December rather than in January is that the marking of final examinations could take place over the Christmas holidays rather than while classes were still going on. Some administrators have indicated that those teachers who mark grade twelve examinations during the evenings in February are not as productive as

they might be in their teaching. On the other hand, many teachers welcome the fact that under the present system they do not have to mark over Christmas, which used to be the case in the past.

For all of the above reasons, there seems to be considerable justification for attempting to reschedule the school year so that in the case of semesterized high schools, the first semester would end at the Christmas break.

There are at least three ways by which this could be accomplished:

(1) Move the whole school year ahead so that the Christmas break comes at the mid-point of the school year - The Divided Year Plan.

(2) Reduce the number of days needed in the first semester by increasing the length of the school day for that term - The Lethbridge Plan.

(3) Devise semesters of four months and two months to cover the entire year, thus incorporating summer school into the regular program - The 4-4-2-2 Plan.

In the following sections these three plans will be discussed and elaborated upon.

## The Divided Year Plan

The most straightforward method for having the first semester end at the Christmas break is to move the entire school year ahead by approximately three weeks. This would mean starting school by at least the middle of August and concluding about the middle of June. It would be the simplest plan to administer because the length of each semester and the length of the school day would be the same as in the past.

One complication about the plan which would have to be resolved concerns the writing of Department of Education Examinations in Grade XII. Under the Divided Year Plan the timing of these exams would have to be modified. This is not seen to be too great a problem since:

(1) One high school in Saskatoon, Aden Bowman Collegiate, is presently accredited by the Department of Education.

(2) The majority of teachers in Saskatoon collegiates are accredited for evaluation purposes.

(3) The Department of Education has exhibited in recent years a great deal of flexibility regarding the nature and timing of departmental examinations.

(4) Departmental examinations taken by adults are written centrally rather than in the high schools.

The following are seen to be the advantages of the Divided Year Plan.

1. It accomplishes the purpose of having the first semester end at the Christmas break with a minimum of disruption for administrators, teachers, and students.

2. The fact that the school year would be over about the middle of June would facilitate teachers taking summer classes at American universities whose semesters begin at that time.

The following are the major disadvantages of the Divided Year Plan.

1. Many parents who feel that August is an ideal vacation time would be reluctant to see their children start school as early as the middle of August. In the minds of many people June is not as desirable a time for holidays as is August, even though climatic conditions are about the same. Mean temperatures in Saskatoon for June, July, and August are 59.7, 66.6, and 63.7 respectively, with mean maximum temperatures being 67.5, 72.1, and 69.6.

2. Teachers who attended summer school at the University of Saskatchewan, Saskatoon, would have no time between the end of classes and the beginning of school. Since summer sessions in other provinces are usually longer than in Saskatchewan, teachers would be prevented from attending these sessions because they would not be finished in time for the beginning of school.

These two disadvantages to the Divided Year Plan would be overcome if the school year could begin later than the middle of August. The problem, then, would be that of making the first semester approximately the same length as the second semester. If the school year began toward the end of August, it would be impossible to have the same number of teaching days before and after the Christmas break and still approximate a 200 day school year. Although the number of days in each semester would not be identical, the total amount of instructional time could be equalized if the length of the school day were increased during the first semester.

## The Lethbridge Plan

Increasing the length of the school day by thirty minutes in the first term to equalize the instructional time in each semester is the distinguishing feature of the Lethbridge Plan. This plan, known as the Lethbridge Divided School Year, began in August of 1969 and affects all public schools in School District 51 of Lethbridge, Alberta.

Changes in the school year grew out of an earlier experiment at the city's Winston Churchill high school. As a result of favorable reactions to the program from parents, teachers, and students, Lethbridge trustees decided to continue the experiment there and extend it to other schools in the system.

In October of 1968 the board had set up a special committee with wide community representation to study various methods of reorganizing the school year. This committee came up with Plan X (later called Plan C), which divided the school year into two equal periods with the break coming at the Christmas vacation. The school board and the Alberta Department of Education approved the plan and permissive legislation was introduced allowing the schools to close before the end of June.

In addition to investigating the two-semester plan, the committee considered two other means of rescheduling the school year. A trimester plan with a 225-day

school year was considered to be too long and too expensive. A quarter system, or year-round plan, failed to win approval due to the increased operating costs involved, which trustees felt the community would not accept. The year-round plan would have shortened the school year to 180 days, giving a three-month summer holiday to nearly all students. Only a few students, it was felt, would take advantage of summer courses if they were offered.

The plan recommended by the committee consisted of two semesters separated by the Christmas holiday, with the school day lengthened by 30 minutes during the first semester. The lengthening of the school day, which meant delaying the opening of school until the third week of August, was devised to meet three situations:

- the desire on the part of many parents to use the greater part of August for holiday purposes
- the desire on the part of both students and teachers to reduce the number of hot and uncomfortable classroom situations during the hot days in August
- the conflict existing between the last few days of the university summer school and the first few days of the first semester.

During 1969-70 an evaluation of the Divided School Year Plan was conducted under the direction of the Centre for Educational Research and Services of the University of Lethbridge. It involved the preparation and administration of a number of questionnaires for administrators, teachers, students, and parents. The purposes of the evaluation were

- to examine various aspects of the Divided School Year and to determine improvements that could be incorporated into the system
- to study the attitudes of teachers, students, and parents concerning the effect of the plan on the learning situation
- to determine to what extent the Divided School Year satisfied the objectives as formulated by the officials of the Lethbridge School System.

The results of this evaluation are contained in a 134 page publication available from Lethbridge School District No. 51, Dr. O. P. Larson, Superintendent.

The operation of the plan as applied to the 1970-71 school year is illustrated on the following two pages. It will be noted that although the total operating days for the year approaches two hundred, the number of days in the first semester,

even with the thirty minute increase, does not equal the number of days in the second semester.

High schools in the first semester operate on a six hour day, reducing this to 5 1/2 hours after the first of January. During the first semester of 1970 one senior high school had the following daily schedule: 8:45 - 11:47, 1:00 - 4:01, while the other senior high school had the schedule: 8:20 - 11:20, 12:20 - 3:20. Because elementary schools do not organize their program on a semester basis, they were given the choice of increasing their school days by 30 minutes during the first term or by 15 minutes throughout the year. Examples of both arrangements are to be found.

*LETHBRIDGE DIVIDED SCHOOL YEAR, 70-71*

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*First Semester (Each day lengthened by 30 min.)*

*Teacher planning and preparation . . . . . Aug. 24th*

*Students report . . . . . Aug. 25th*

*School holidays:*

| | |
|---|---|
| *Labor Day* | *Sept. 7* |
| *Thanksgiving* | *Oct. 12* |
| *Remembrance* | *Nov. 11* |

*First Semester terminates . . . . . Dec. 23rd*

| | |
|---|---|
| *Total semester days* | *85* |
| *Days for 30 min. extension* | *8.5* |
| *Equivalent regular days* | *93.5* |

*Second Semester*

*Teacher planning and preparation . . . . . Jan. 5th/6th*

*Students report . . . . . Jan. 7th*

*Holidays, conventions, etc.:*

| | |
|---|---|
| *Mid-term break* | *Feb. 12* |
| *Teachers' Convention* | *Feb. 25/26* |
| *Institute* | *Mar. 19* |
| *Good Friday* | *Apr. 9* |
| *Easter holidays* | *Apr. 12-16* |
| *Victoria Day* | *May 24* |

*Second Semester terminates . . . . . June 9th*

*Total semester days ..... 104*

*Total operating days for year . . . . . 197.5*

*Total instructional days . . . . . 191.5*

## Days of the School Year

Note:

1. School holidays denoted by ..... (O)
2. Teacher planning days denoted by ..... [ ]
3. Staff meeting days denoted by ..... [ ]
4. Operating days include instruction days plus days on which teachers are required to be on duty even though students are absent. The operating days for each month are shown in brackets.

### First Semester

**AUGUST 1970**

| M | T | W | T | F | |
|---|---|---|---|---|---|
| [24] | 25 | 26 | 27 | 28 | (5) |
| 31 | | | | | (1) |
| | | | | | 6 |

**SEPTEMBER - 70**

| M | T | W | T | F | |
|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | (4) |
| (7) | 8 | 9 | 10 | 11 | (4) |
| 14 | 15 | 16 | 17 | 18 | (5) |
| 21 | 22 | 23 | 24 | 25 | (5) |
| [28] | 29 | 30 | | | (3) |
| | | | | | 21 |

**OCTOBER - 70**

| M | T | W | T | F | |
|---|---|---|---|---|---|
| | | | 1 | 2 | (2) |
| 5 | 6 | 7 | 8 | 9 | (5) |
| (12) | 13 | 14 | 15 | 16 | (4) |
| 19 | 20 | 21 | 22 | 23 | (5) |
| [26] | 27 | 28 | 29 | 30 | (5) |
| | | | | | 21 |

**NOVEMBER - 70**

| M | T | W | T | F | |
|---|---|---|---|---|---|
| 2 | 3 | 4 | 5 | 6 | (5) |
| 9 | 10 | (11) | 12 | 13 | (4) |
| [16] | 17 | 18 | 19 | 20 | (5) |
| 23 | 24 | 25 | 26 | 27 | (5) |
| 30 | | | | | (1) |
| | | | | | 20 |

**DECEMBER - 70**

| M | T | W | T | F | |
|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | (4) |
| 7 | 8 | 9 | 10 | 11 | (5) |
| [14] | 15 | 16 | 17 | 18 | (5) |
| 21 | 22 | 23 | | | (3) |
| | | | | | 17 |

**Semester Days**

| | | Reg. |
|---|---|---|
| Total Operating Days | 85 | 93.5 |
| Teacher Planning | 1 | 1 |
| Total Inst. Days | 84 | 92.5 |

### Second Semester

**JANUARY - 71**

| M | T | W | T | F | |
|---|---|---|---|---|---|
| | [5 | 6] | 7 | 8 | (4) |
| 11 | 12 | 13 | 14 | 15 | (5) |
| 18 | 19 | 20 | 21 | 22 | (5) |
| [25] | 26 | 27 | 28 | 29 | (5) |
| | | | | | 19 |

**FEBRUARY - 71**

| M | T | W | T | F | |
|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | (5) |
| 8 | 9 | 10 | 11 | (12) | (4) |
| [15] | 16 | 17 | 18 | 19 | (5) |
| 22 | 23 | 24 | [25 | 26] | (5) |
| | | | | | 19 |

**MARCH - 71**

| M | T | W | T | F | |
|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | (5) |
| 8 | 9 | 10 | 11 | 12 | (5) |
| [15] | 16 | 17 | 18 | [19] | (5) |
| 22 | 23 | 24 | 25 | 26 | (5) |
| 29 | 30 | 31 | | | (3) |
| | | | | | 23 |

**APRIL - 71**

| M | T | W | T | F | |
|---|---|---|---|---|---|
| | | | 1 | 2 | (2) |
| 5 | 6 | 7 | 8 | (9) | (4) |
| (12 | 13 | 14 | 15 | 16) | |
| 19 | 20 | 21 | 22 | 23 | (5) |
| [26] | 27 | 28 | 29 | 30 | (5) |
| | | | | | 16 |

**MAY - 71**

| M | T | W | T | F | |
|---|---|---|---|---|---|
| 3 | 4 | 5 | 6 | 7 | (5) |
| 10 | 11 | 12 | 13 | 14 | (5) |
| [17] | 18 | 19 | 20 | 21 | (5) |
| (24) | 25 | 26 | 27 | 28 | (4) |
| 31 | | | | | (1) |
| | | | | | 20 |

**JUNE - 71**

| M | T | W | T | F | |
|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | (4) |
| 7 | 8 | 9 | | | (3) |
| | | | | | 7 |

**Semester Days**

| | |
|---|---|
| Total Operating Days | 104 |
| Teacher Planning | 5 |
| Total Inst. Days | 99 |

Total Operating Days for year - 197.5
Total Instruction Days for year-191.5

The advantages of Plan C (because Christmas separates the two semesters) were considered in relation to Plan J (because the division between the two semesters comes at the end of January). It was indicated that

- Plan C will provide much more time than Plan J for marking examinations, making reports, and preparing for the next semester. This should make for better learning situations
- Plan C provides more time in the second semester than Plan J to properly counsel all students and help them in planning their programs for the next school year. This is an important consideration.
- It seems educationally and psychologically sound to complete a program of studies before a long holiday break and commence a new program after the break. Plan C permits this to a greater extent than Plan J.
- To have the plan applicable to all grades will facilitate overall planning and preparation for not only the school system but also individual families.
- The adoption of Plan C will not entail additional costs to the school district.

The Lethbridge Divided Year Plan is in its second year of operation throughout the system. From all reports it is functioning extremely well. Further information on the Lethbridge Plan is to be found in Appendix E.

## The 4-4-2-2 Plan*

An alternative approach which accomplishes the purpose of having the first semester end at the Christmas break is the 4-4-2-2 Plan. It is a more elaborate approach than either of the divided year plans just discussed in that it incorporates the months of July and August into the regular school year and provides greater choice of holiday periods. It also increased the number of entry and exit points, thus accommodating employment, placement in institutions of higher learnings, academic recovery after illness or failure, and transfer from other school systems.

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* This section is derived from a longer report on the 4-4-2-2 Plan prepared by Kenneth C. Sauer, Assistant Principal, Aden Bowman Collegiate.

Under the 4-4-2-2 plan the school year would be organized into four semesters consisting of two 4-month semesters and two 2-month semesters. Classes would begin at the regular time in September and end about December 22 for Semester 1. Examinations would be written toward the end of the term with results being available for the start of Semester 2. Semester 2 would begin in the early part of January and would conclude about the end of April. Semester 3 would include most of May and June, while Semester 4 would include most of July and August.

A complete range of courses would be available in each semester, although the type of elective courses offered might vary. Most students would take three or four subjects in Semester 1 and three or four subjects in Semester 2. At the end of Semester 2 students would have the following options open to them:

(1) Attend Semester 3 and take one or two subjects (which the majority of students would do, thereby adhering to the September - June pattern of attendance).

(2) Not attend Semester 3 but plan to attend Semester 4 (so they could possibly work or travel during May and June).

(3) Attend Semester 3 and Semester 4 (if they wished to repeat classes or take additional classes for enrichment or acceleration).

(4) Not attend either Semester 3 or Semester 4 (in the case of students who had completed the minimum number of required subjects for that year or were above the compulsory school attendance age).

It may seem unrealistic to have a student take additional subjects during Semester 3 and 4, especially when the Division IV Program requires only 21 credits during the last three years of high school. However, it can be argued that about 60 to 70% of high school students today would opt for additional "interest" courses over and above the required programs. This is evident in the case of Saskatoon collegiates where eight courses is considered a necessary minimum. Those students who took the minimum number of courses could take subjects at the next level or take

any one of a number of options open to him through the Division IV program, as it is not necessary to take courses at the grade level of the student.

The basic idea is to have the student attend at least two hundred days each year, as is now the practice, even though graduation from high school is determined on the basis of classes completed rather than days attended. Even though the Division IV program does reduce the number of subjects required for high school graduation, it does not do this with the idea of reducing the amount of time a student will spend in school. It is anticipated that the additional time students will have will be used for individual study and small group discussion, and greater use of instructional resource centers and laboratories.

For the 4-4-2-2 plan to be fully functional, the following conditions would have to be met:

(1) School administrators would have to know well in advance of the next semester how many students would be attending and what subjects they would like to take. This is especially important in the case of Semester 3 and 4 where fewer students would be in attendance.

(2) The summer school program currently in operation would have to be incorporated into the regular program of the collegiates so that the courses requested by most students would be available.

(3) The need for counselling would be increased so that students could obtain more guidance regarding the courses they might take and the semesters they might attend.

(4) Teacher contract arrangements would have to be more flexible so that teachers could have the same options open to them as students.

(5) Greater articulation with elementary schools would be needed so that these students might be assimilated into the collegiates at times other than the first of September. Although the 4-4-2-2 plan could be implemented without

elementary schools following a similar pattern, there would be certain advantages in having all schools in the system on the same arrangement:

- the May-June holiday option would apply to the parents of all students
- articulation between elementary and secondary schools would be enhanced.

The logistics of the 4-4-2-2 Plan as applied to the 1971-72 school year are to be found in Appendix F.

Advantages of the 4-4-2-2 Plan

1. The plan provides for all the advantages of semesterizing the high school program and having the end of the first semester coincide with the Christmas break.
2. It leaves the school year unchanged for those committed to a September to June pattern of attendance.
3. It does, however, provide the possibility of students being out of school during May and June, if not at other times of the year.
4. More entry and exit points are available for students coming into and leaving the high school program.
5. The plan provides for an orderly release of students into the work force three or four times during the year, rather than the main influx being at the end of June.
6. It incorporates summer school into the regular program, thus enhancing the status of learning during the summer months.
7. It facilitates the enrichment and diversification of a student's program through the provision of classes not usually offered as part of the regular program.
8. It allows students who would like to accelerate their program, and who are advised to do so, to complete high school in less than four years.
9. It produces a potential for economic savings which would result if a significant number of students were in high school fewer than 800 days.
10. It would enable students to work at times when employment was more readily

available than during July and August. For example, a high school student might find it advantageous to work from September to December after university students had gone back to classes.

11. It would provide for fewer dropouts because of short-term goals and the opportunity to work and go to school.

12. It would provide for students who experienced a prolonged illness to continue their studies.

13. It would increase the opportunities for students who had previously left school to return and complete subjects they needed in a relatively short period.

14. It would enable students to make more decisions about their own education, thus better preparing them for the kind of situation many of them face at the university level.

15. It facilitates the offering of a greater variety of courses than is often possible in the regular program of most high schools, thus furthering one of the major objectives of the Division IV program.

Some Disadvantages of the 4-4-2-2 Plan

1. Condensing courses originally intended for ten months into periods of four months and two months may be unrealistic, if not educationally unsound.

2. The plan is more complex and potentially disruptive than other divided year plans, thus requiring greater planning, organization, and coordination on the part of administrators.

3. An involved summer school program could add 10 to 15 percent more in operating costs unless judicious use of teachers for Semester 3 and 4 was employed. The actual costs of operating Semester 4 are difficult to assess because:

- it is uncertain how much use would be made of Semester 4 on the part of students

- policy regarding the payment of tuition fees for summer classes would have to be clarified.

4. The operation of Semester 4 in non air-conditioned schools could be a problem in terms of learning unless adjustments were made.

The main purpose of the 4-4-2-2 Plan is to improve the educational opportunities provided students. It is not intended to result in a substantial saving of educational dollars, to use school buildings every day of the year, or to accelerate students through high school so that they may graduate early. It is true that some of these could be by-products of the plan, and over a period of years some of these may be realized. The intention of the plan is to provide greater flexibility in the program of high school students by increasing the educational options open to them.

## Summary

This chapter has presented three plans for rescheduling the school year of particular relevance to semesterized high schools. These plans reflect the need felt to have the first semester of the year end in December rather than in January, and the desire to provide more flexibility in the high school program by means of more entry and exit points and greater opportunity for learning during the summer.

The relative merits of these plans and their feasibility for Saskatoon will be discussed in Chapter 8.

# CHAPTER 6

# THE ROTATIONAL APPROACH

## Introduction

The most popular method of rescheduling the school year is to use a cyclic or rotational approach. By keeping schools open the year round and rotating the students so that not all are in attendance at one time, it is possible to increase considerably the utilization of school facilities. This type of plan has been the most frequently investigated by school systems wishing to accommodate more students in their present facilities and thus forestall immediate school construction.

The four-quarter plan is the best known of the rotational approaches and is being considered by a number of American communities. Under this plan students are divided into four attendance groups with students in each group being in school for 180 days followed by a three-month holiday. Holiday periods are staggered so that only three of the four groups are in school at any one time.

There are two reasons why the four-quarter plan was not considered appropriate for Saskatoon schools. For one thing, it is based on a 180 day school year rather than one which approximates 200 days. As well, it would require that some students take their entire holiday at times other than during the summer months. Even if the four-quarter plan were modified to suit the Canadian school year (using five groups instead of four), it would still mean that two-fifths of the students would be required to take their holidays during the winter. Although it was felt that having students take some of their vacation during winter months might be justified, requiring some students to take all of their vacation at that time would be difficult to support.

The problem then, was to devise a plan based on a 200 day school year which would increase the utilization of present facilities and yet allow all students to

take part of their vacation during the summer. The plan which was developed to meet these requirements was the 8-2 Plan.

## The 8-2 Plan

This plan requires that all students in an attendance area be placed in one of five groups. At any time only four of these groups would be in school, so that by using the schools the year round the utilization factor is increased by twenty percent. The plan derives its name from the fact that each group attends school for eight weeks and is off for two weeks, attends eight weeks and is off for two, throughout the year. In addition, students in all attendance groups would get a four-week vacation some time between the first of June and the end of September. Under this plan most students would attend 193 days and be off for 67 days. The application of the 8-2 Plan to the 1970-71 school year is illustrated on the next page. Statutory holidays are indicated by H's.

In order for this plan to operate in Saskatoon public schools and collegiates, the following steps would have to be taken:

1. Attendance areas around elementary schools would have to be redrawn so that
   - some schools which were not overcrowded could accommodate more students by enlarging their attendance area
   - some schools which were overcrowded could leave their boundaries unchanged and eliminate some portable classrooms
   - some schools which were overcrowded could accommodate students bused to them from other parts of the city
   - some schools could leave their boundaries unchanged and free classroom space for other purposes
   - some schools could be phased out of existence and have their students attend other schools.

| | CALENDAR | ATTEND-ANCE GROUP 1 | ATTEND-ANCE GROUP 2 | ATTEND-ANCE GROUP 3 | ATTEND-ANCE GROUP 4 | ATTEND-ANCE GROUP 5 | CALENDAR |
|---|---|---|---|---|---|---|---|
| 1970 | Aug. 3 | | Summer Vacation | 4 Week Summer Vacation | 10 | | Aug. 3 1970 |
| | 10 | | | | 4 Week Summer Vacation | 20 | 10 |
| | 17 | | | | | | 17 |
| | 24 | 39 | | | | 4 Week Summer Vacation | 24 |
| | 31 | | | | | | 31 |
| | Sept. 7 | | | | | | Sept. 7 |
| | 14 | H | H 39 | H | H | | 14 |
| | 21 | | | 38 | | | 21 |
| | 28 | | | | | | 28 |
| | Oct. 5 | | | H | H 38 | H | Oct. 5 |
| | 12 | H | | | | 38 | 19 |
| | 26 | 38 | | | | | 26 |
| | Nov. 2 | | | | | H | Nov. 2 |
| | 9 | H | H 39 | H | | | 9 |
| | 16 | | | 37 | | | 16 |
| | 23 | | | | | | 23 |
| | 30 | | | | | | 30 |
| | Dec. 7 | | | | | | Dec. 7 |
| | 14 | | | | H 37 | H 37 | 14 |
| | 21 | H | | H | H | H | 21 |
| | 28 | H 37 | | H | H | H | 28 |
| 1971 | Jan. 4 | H | H | | H | | Jan. 4 1971 |
| | 11 | | | | | | 11 |
| | 18 | | | | | | 18 |
| | 25 | | 39 | 40 | | | 25 |
| | Feb. 1 | | | | | | Feb. 1 |
| | 8 | | | | | | 8 |
| | 15 | | | | | | 15 |
| | 22 | | | | 40 | 39 | 22 |
| | Mar. 1 | | | | | | Mar. 1 |
| | 8 | | | | | | 8 |
| | 15 | | | | | | 15 |
| | 22 | | | | | | 22 |
| | 29 | 39 | | | | | 29 |
| | Apr. 5 | H | H 39 | H | | H | Apr. 5 |
| | 12 | | | 39 | | | 12 |
| | 19 | | | | | | 19 |
| | 26 | | | | | | 26 |
| | May 3 | | | | 39 | | May 3 |
| | 10 | | | | | | 10 |
| | 17 | | | | | | 17 |
| | 24 | H 39 | H | | H | H 39 | 24 |
| | 31 | | | | | | 31 |
| | June 7 | | 38 | | | | June 7 |
| | 14 | | | | | | 14 |
| | 21 | | | | | | 21 |
| | 28 | | | | | | 28 |
| | July 5 | 4 Week Summer Vacation | H | H 39 | H 29 | H | July 5 |
| | 12 | | | | | 39 | 12 |
| | 19 | | Summer Vacation | | | | 19 |
| | 26 | | | | | | 26 |
| Student Att.Days | | 192 | 194 | 193 | 193 | 192 | |
| Student Voc.Days | | 68 | 66 | 62 | 67 | 68 | |

AN 8-2 CYCLING PLAN FOR RESCHEDULING THE SCHOOL YEAR



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2. Once the new attendance boundaries had been established, the attendance areas around each elementary school would be divided into five parts so that approximately one-fifth of the students would be in each sub-division. Students in each of these sub-divisions would constitute an attendance group. Dividing the attendance area geographically would ensure that all children in the same family would be in the same attendance group. This procedure would also determine the attendance groups for high school purposes, although the attendance areas for each collegiate would be larger. The determination of attendance groups would need to be coordinated centrally.
3. Because attendance groups are determined on the basis of geographic areas, they would each contain students from all grade levels. Attempting to organize these students into classes would be considerably more complicated than at present, since attendance groups would be changing every eight weeks. To facilitate the coordination of classes, each teacher would be assigned to an attendance group and follow the same holiday pattern as students.

In the following sections some of the implications of the 8-2 Plan will be discussed. These are organized around educational, economic, and societal considerations. The assessment of the feasibility of the 8-2 Plan for Saskatoon schools will be made in Chapter 8.

## Educational Implications of the 8-2 Plan

Perhaps the most educationally significant feature of the 8-2 Plan is the fact that it reflects in a structural way the idea of continuous progress. Although educators have departed ideologically from thinking of education in terms of grades and year-end decision points, this has not occurred to the same extent organizationally. The school year still reflects the notion that there is a certain amount of work to be covered in a fixed amount of time and that education begins in September and ends in June. The 8-2 Plan supports the idea that education is a year-

round venture which can take place in all kinds of circumstances and under all types of weather conditions. Because students are never away from school for more than four weeks, the need for review and reteaching is reduced.

Although the curriculum in elementary schools could be geared quite readily to the 8-2 Plan, this is not necessarily the case with the high school course of studies. The plan does not lend itself to the semester program as it is presently structured. Only if new eight-week courses were developed would the plan provide much flexibility for high school students. In addition, the type of summer school currently in operation would have to be substantially reorganized. Unless university summer school programs were changed, teachers would be unable to attend and further their education.

If classrooms which would not be needed under the 8-2 Plan were converted into rooms for other purposes, the educational environment for learning would be enhanced. Almost all schools could make use of additional space which would enable them to provide improved facilities for their students. As well, if some of the teachers who were on the same attendance pattern as students remained on the job during their two-week breaks, they could be put to good advantage providing additional services for students. Although both these possibilities would have favorable educational implications, they would not be attempted if economic savings were the motivating force behind the adoption of the 8-2 Plan.

Many of the potential educational advantages of the 8-2 Plan would be lost if school people were not creative and imaginative in their organization of students. Because the composition of the student body would be frequently changing as attendance groups came and went, reliance on the self-contained classroom could be quite inappropriate. Instead, the possibilities of variable groupings, team teaching, back-to-back scheduling, and differentiated staffing would be enhanced. The educational implications of not having all students in the school at one time are

far-reaching, although at the same time somewhat frightening for those who prefer a more stable situation.

Like so many things in education, the effects of an approach like the 8-2 Plan on the learning of students would depend in large part on the ingenuity and the resourcefulness of teachers and administrators.

## Economic Implications of the 8-2 Plan

The financial implications of the 8-2 Plan are more extensive than for any of the other approaches to rescheduling the school year. This is because the plan has the potential for economic savings through increased utilization of school facilities. In this section, two types of analysis will be made: (a) The costs of operating the 8-2 Plan with the present student enrolment in Saskatoon public schools and collegiates, and (b) The costs of operating the 8-2 Plan with the maximum number of students the plan can accommodate.

Data for this analysis are the 1969 budgets for the Saskatoon School District No. 13 and the Saskatoon Collegiate Institute District No. 7. Table IX illustrates the total operating costs for the public schools and collegiates in 1969.

TABLE IX

SUMMARY OF THE COST OF OPERATING THE

SASKATOON PUBLIC SCHOOLS AND COLLEGIATES IN 1969

| SASKATOON PUBLIC SCHOOLS | | SASKATOON COLLEGIATES | |
|---|---|---|---|
| Total Budget | $8,443,986.69 | Total Budget | $7,639,935.98 |
| Number of students | 15,500 | Number of students | 7,073 |
| Cost per student | $544.77 | Cost per student | $1081.57 |

Operating Costs of the 8-2 Plan Based on 1969 Budgets and Enrolments

If the 8-2 Plan had been in operation in 1969, the most recent year for which figures are available, how would the costs of operating Saskatoon schools have differed from the present costs under the traditional school year? Since the same number of students would be enrolled for the same number of days, most operating costs would remain unchanged. However, since school facilities would be used for the entire year, certain other costs would increase. A breakdown of the operating costs for Saskatoon Public Schools and Collegiates is presented in Tables X and XI. As well as indicating the actual expenditures for 1969, these tables project the expenditures which would occur under the 8-2 Plan.

It should be recognized that any attempt to estimate the costs of operating a plan not actually in use is subject to error. It is difficult to assess precisely the differences in operating the 8-2 Plan compared to the costs of the traditional school year. The proposed changes in the 8-2 Plan reflect as accurate an assessment of the situation as can probably be made.

Certain items on the 1969 budget are increased because of the year-round operation of the school under the 8-2 Plan. These are:

1. Administrative Salaries

The only increase in administrative salaries is $16,000 which represents the salary of one person needed to coordinate the program in its first year of operation. Although present central office staff would be involved with the organization and operation of the new plan, the complexity of the 8-2 Plan necessitates having someone responsible for overall coordination.

No increase has been made in administrative salaries to compensate for the added responsibilities the plan would introduce at the school level, which would require increased time and effort on the part of principals and vice-principals. Nor has there been any provision for the fact that school building administrators

would be denied holiday periods since schools would be in operation the year round unless certain adjustments were made. These adjustments are reflected in professional salaries.

2. Professional Salaries

A five percent increase in professional salaries represents an increase in the number of teachers who would be needed during the first years the 8-2 Plan was in operation. Additional teachers would be used to free administrators from some of their teaching duties so they could devote the time needed to operate the 8-2 Plan and to take annual holidays. Some additional teachers would also be necessary to ease the strain of adjusting to a plan in which the composition of students would be constantly changing. Because many problems related to the programming of students would arise during the first year of operation, it would be necessary to have some leeway in terms of professional staff to facilitate the transition.

3. School Clerical Salaries

Clerical salaries for secretaries in elementary schools have been increased because these people are employed on a school year basis, while clerical salaries for collegiate secretaries have been left unchanged since these people are employed on a yearly basis.

4. Utilization Costs

Almost all other costs which have been increased related to expenses incurred because schools would be used the entire year rather than for about ten months. The increased use of utilities, the need for maintenance and repair, and the replacement of equipment and furniture resulting from increased use are examples of budget items which have been increased because of the fuller utilization of facilities.

TABLE X

COSTS OF OPERATION OF

SASKATOON PUBLIC SCHOOLS IN 1969

AND ESTIMATED COSTS OF THE 8-2 PLAN FOR THE SAME YEAR

| Item | 1969 Actual Cost | 1969 8-2 Cost | % Increase |
|---|---|---|---|
| Administrative Salaries | $ 188,260.61 | $ 204,260.61 | 8% |
| Professional Salaries | 5,353,136.29 | 5,620,793.09 | 5% |
| Substitutes | 60,154.10 | 60,154.10 | -- |
| Administrative Clerical Salaries | 115,486.25 | 115,486.25 | -- |
| School Clerical Salaries | 87,423.93 | 104,907.93 | 20% |
| Caretaker Salaries | 444,790.43 | 444,790.43 | -- |
| Maintenance Salaries | 99,302.53 | 99,302.53 | -- |
| Maintenance Supplies | 38,581.65 | 38,581.65 | -- |
| Maintenance Department Contracts | 18,676.79 | 18,676.79 | -- |
| Employee Benefits | 57,732.77 | 57,732.77 | -- |
| Classroom Supplies | 130,126.55 | 130,126.55 | -- |
| Caretaker Supplies | 31,785.64 | 31,785.64 | -- |
| Office Supplies | 21,835.17 | 21,835.17 | -- |
| Special Education | 14,997.09 | 14,997.09 | -- |
| Library Supplies | 5,721.08 | 5,721.08 | -- |
| Library Books | 104,855.75 | 104,855.75 | -- |
| Teaching Aids | 94,876.75 | 94,876.75 | -- |
| Special Programs | 230.26 | 230.26 | -- |
| Health Services | 2,288.81 | 2,288.81 | -- |
| Rent | 5,080.00 | 5,080.00 | -- |
| Municipal Taxes | 12,751.85 | 12,751.85 | -- |
| Insurance | 15,738.91 | 15,738.91 | -- |
| Fuel | 67,191.47 | 67,191.47 | -- |

| Item | 1969 Actual Cost | 1969 8-2 Cost | % Increase |
|---|---|---|---|
| Light and Power | 99,654.15 | 119,585.15 | 20% |
| Water | 40,981.93 | 48,934.70 | 20% |
| Vehicle Operating Costs | 29,011.26 | 34,813.00 | 20% |
| Administrative Travel | 4,037.48 | 4,037.48 | -- |
| Student Transportation | 7,393.00 | 7,393.00 | -- |
| Professional Development | 64,051.73 | 64,051.73 | -- |
| Board Expenses | 11,823.04 | 11,823.04 | -- |
| Advertising and Publicity | 4,069.21 | 4,069.21 | -- |
| Debenture Costs | 809,499.90 | 809,499.90 | -- |
| External Professional Services | 5,962.19 | 5,962.19 | -- |
| Subscriptions and Dues | 661.37 | 661.37 | -- |
| Bank Charges | 17,093.37 | 17,093.37 | -- |
| Telephone and Postage | 16,275.13 | 16,275.13 | -- |
| Equipment Service Contracts | 7,021.90 | 8,425.90 | 20% |
| Sundry Expense | 971.91 | 971.91 | -- |
| Sundry Grants | 1,909.25 | 1,909.25 | -- |
| Teaching Equipment and Materials | 55,224.14 | 55,224.14 | -- |
| School Furniture and Equipment | 35,426.80 | 42,511.80 | 20% |
| Vehicles | 10,304.51 | 10,304.51 | -- |
| Sites | 4,707.17 | 4,707.17 | -- |
| Building Improvements | 46,882.57 | 56,258.00 | 20% |
| Contingency Reserve | 200,000.00 | 200,000.00 | -- |
| Totals | 8,443,986.69 | 8,796,677.43 | 4% |
| Number of Students | 15,500 | 15,500 | |
| Cost per student | 544.77 | 567.52 | |

TABLE XI

COSTS OF OPERATION OF

SASKATOON COLLEGIATES IN 1969

AND ESTIMATED COSTS OF THE 8-2 PLAN FOR THE SAME YEAR

| Item | 1969 Actual Cost | 1969 8-2 Cost | % Increase |
|---|---|---|---|
| Salaries - Administrative | $ 440,418.15 | $ 440,418.15 | -- |
| Salaries - Professional | 4,057,662.47 | 4,260,545.47 | 5% |
| Salaries - Substitutes | 26,050.60 | 26,050.60 | -- |
| Noon Hour Supervision | 6,089.50 | 6,089.50 | -- |
| Salaries - Administrative Clerical | 74,780.61 | 74,780.61 | -- |
| Salaries - School Clerical | 136,969.38 | 136,969.38 | -- |
| Salaries - Caretaking | 209,982.95 | 209,982.95 | -- |
| Salaries - Cafeteria | 18,476.52 | 22,171.52 | 20% |
| Maintenance - Labour | 21,231.29 | 25,478.29 | 20% |
| Employee Benefits | 23,559.97 | 23,559.97 | -- |
| Classroom Supplies - Stores | 48,107.57 | 48,107.57 | -- |
| Classroom Supplies - Other | 125,965.10 | 125,965.10 | -- |
| Special Program Supplies | 8,702.97 | 8,702.97 | -- |
| Driver Training Operations | 26,816.54 | 32,179.54 | 20% |
| Library Books | 52,482.48 | 52,482.48 | -- |
| Teaching Equipment | 66,451.89 | 66,451.89 | -- |
| Reading Consultant | 3,619.19 | 3,619.19 | -- |
| Textbook Rental Expense | 1,894.82 | 1,894.82 | -- |
| Caretaker Supplies | 16,761.13 | 16,761.13 | -- |
| Maintenance Supplies | 18,871.96 | 18,871.96 | -- |
| Office Supplies | 8,981.15 | 8,981.15 | -- |
| Guidance Supplies | 3,276.21 | 3,276.21 | -- |
| Library Supplies | 2,829.73 | 2,829.73 | -- |

| Item | 1969 Actual Cost | 1969 8-2 Cost | % Increase |
|---|---|---|---|
| Health Service Supplies | 1,433.79 | 1,433.79 | -- |
| Municipal Taxes | 4,139.99 | 4,139.99 | -- |
| Insurance | 11,621.41 | 11,621.41 | -- |
| Fuel | 48,327.49 | 48,327.49 | -- |
| Light and Power | 116,272.46 | 139,526.95 | 20% |
| Water | 22,355.15 | 26,826.18 | 20% |
| Administrative Travel | 9,812.93 | 9,812.93 | -- |
| Student Transportation | 2,974.82 | 2,974.82 | -- |
| Professional Development | 104,645.29 | 104,645.29 | -- |
| Fee for Service | 853,218.00 | 853,218.00 | -- |
| Board Expense | 7,060.57 | 7,060.57 | -- |
| Advertising | 3,157.46 | 3,157.46 | -- |
| Debenture Expense | 692,351.92 | 692,351.92 | -- |
| External Professional Services | 53,715.00 | 53,715.00 | -- |
| Subscriptions and Dues | 4,245.98 | 4,245.98 | -- |
| Bank Charges | 3,285.67 | 3,285.67 | -- |
| Special Grants | 11,046.97 | 11,046.97 | -- |
| Physical Education | 14,506.05 | 14,506.05 | -- |
| Gordon Howe Bowl Operation | 6,000.00 | 6,000.00 | -- |
| Student Monitors | 842.50 | 842.50 | -- |
| Telephone and Postage | 15,592.63 | 15,592.63 | -- |
| Sundry Expense | 3,550.89 | 3,550.89 | -- |
| Maintenance Department Contracts | 13,054.77 | 15,664.77 | 20% |
| Maintenance Service Fees | 16,023.49 | 16,023.49 | -- |
| Equipment Maintenance Agreements and Rentals | 15,365.02 | 18,438.02 | 20% |
| Equipment and Furniture | 19,828.82 | 23,793.82 | 20% |
| Sites | 7,278.91 | 7,278.91 | -- |
| Building Improvements | 35,469.28 | 45,562.28 | 20% |

| Item | 1969 Actual Cost | 1969 8-2 Cost | % Increase |
|---|---|---|---|
| Contingency Reserve | 100,000.00 | 100,000.00 | -- |
| Special Program | 7,672.03 | 7,672.03 | -- |
| Instructional Materials Centre | 10,153.03 | 10,153.03 | -- |
| Deficit from 1968 Operations | 24,951.48 | 24,951.48 | -- |
| Totals | $7,639,935.98 | $7,900,590.50 | 3.3% |
| Number of Students | 7073 | 7073 | |
| Cost per Student | 1081.57 | 1117.00 | |

As Tables X and XI indicate, it would cost approximately 3 1/2 percent more to operate the public schools and collegiates in Saskatoon the year round using the 8-2 Plan. This represents a total budget increase of $613,345 and per pupil increases of $22.75 for elementary students and $35.45 for collegiate students.

If, according to these figures, it costs more to operate schools using the 8-2 Plan, where are the potential savings of using schools on a year-round basis? These savings are still there, provided that one of the following conditions is met: (a) Classroom space that would be freed because of year round use of the schools could be converted into real assets, or that (b) the maximum number of students which the plan could accommodate were enrolled.

If the 8-2 Plan were instituted in a system where the student enrolment is stable, then in theory at least twenty percent fewer classrooms would be needed since only four-fifths of the students would be in school at any one time. If those classrooms could be converted into financial assets, then the increased operating costs of the 8-2 Plan might be offset.

The question is, what would likely happen to the classroom space that would be released if the 8-2 Plan were introduced in Saskatoon schools?

1. Some of the classrooms would be used for other purposes - resource centers, art rooms, lunch rooms, kindergarten rooms, audio-visual rooms, team-teaching space, remedial reading rooms, and so on. In some cases converting unused classrooms into rooms for other purposes would require renovations and new equipment. In other cases it would not.

2. All portable classrooms could be eliminated. These portables have been built at a cost of approximately $10,000 each and are owned by the system. Their value, however, for purposes of resale has been estimated at only $2,000 each. If all these portables could be sold for this amount, they would represent a capital gain of about $90,000. The cost of heating, lighting, and maintaining these portables

would also be eliminated. In view of the limited financial gain that would result from the sale of these portables, it is likely they would be retained and used for other purposes.

3. Some schools which were old or lacked adequate facilities could be closed as a result of year round use of the schools. The three elementary schools most likely to be closed are King Edward, McNab Park, and Albert. In terms of their capital value, the property on which King Edward School is located is owned by the city of Saskatoon, McNab Park School was purchased by the Public School Board for only five thousand dollars, while Albert School, on the other hand, is located on property recently valued at $400,000. Yearly operating costs for these schools amounts to $50,584, which would represent a yearly saving to the system if these schools were closed.

4. Some of the classroom space released under the 8-2 Plan would need to be retained so that future increases in student enrolment could be accommodated in existing facilities.

It is evident that some financial gain could be derived from the fact that classroom space would be made available under the 8-2 Plan in a situation of stable enrolment. On the other hand, these gains would have to be considered in the light of other possible expenses:

1. The cost of converting unused portions of existing schools to other purposes, and in some cases of supplying them with additional equipment.

2. The cost of transporting those students who would have to attend schools some distance from their homes. If, for example, the three schools just referred to were closed, and it was decided that half the students so displaced should be bused to other schools at system expense, the cost of busing these students, based on the 1969 provincial average would be $16,005 (275 students x $58.20).

3. The cost of air conditioning, if it was decided that schools used on a year round basis should be air conditioned. The costs of air conditioning Saskatoon elementary and secondary schools were determined on the basis of estimates provided by L. M. Colborne of Lennox Industries (Canada) Limited. Mr. Colborne was asked to examine seven schools which represented various types of design and age. These schools were typical of the three types of ventilation systems found in Saskatoon schools: unit ventilators, central systems, and no ventilation. These costs estimates were then projected for the entire system based on figures provided by the Facilities Department of the Saskatoon Public School System. Mr. Colborne's report and tables illustrating the costs for Saskatoon schools are contained in Appendix G.

The total cost of air conditioning classrooms, libraries, and other rooms regularly used by students represents a capital outlay of $939,060. When amortized at 8 1/2 percent over 20 years, the total cost would be $2,048,537, which represents a budget expenditure of $102,426 per year for twenty years. This amount does not include the cost of air conditioning other parts of schools such as offices, washrooms, and corridors. Nor does it include the increased operating and maintenance costs which would result if air conditioning was installed.

In summary, then, what can be said about the economic implications of the 8-2 Plan in the case of a school system whose enrolment is stable? We know that the costs of operating schools on a year round basis are going to be higher than for a traditional school year. As long as all students still attend 200 days, the major item of a school system's budget - professional salaries - is not going to be reduced. As well, other cost factors related to the length of time schools are in operation are going to go up.

As far as determining precisely the other economic implications of operating the 8-2 Plan in a stable enrolment system, there are too many unanswerable questions to permit much beyond conjecture. On the basis of what would likely happen in

Saskatoon schools if the 8-2 Plan were adopted, it would have to be concluded that the potential financial savings resulting from the release of classroom space would not compensate for the increased costs of conversion, transportation, and air conditioning.

If there are no economic advantages to the 8-2 Plan in a situation of steady enrolment, are there any circumstances in which financial savings might occur? One answer to this question will be dealt with in the following section.

Operating Costs of the 8-2 Plan Assuming Maximum Enrolments

*If the enrolment in Saskatoon Public Schools and Collegiates were increased by* twenty percent, would the use of the 8-2 Plan result in economic savings compared to the costs of operating the traditional school year? In terms of the current enrolment projections for Saskatoon schools, this is really an academic question in view of the population and growth trends in the city. It is being considered here, however, in an attempt to support or refute the claim that year round use of school facilities results in economic advantages.

In making these projections the 1969 budget will be used as a base. As well, the budgets for Public Schools and Collegiates will be considered together rather than separately. In projecting the increased costs of educating twenty percent more students, it is assumed that (1) additional classrooms would have to be provided under the traditional school year, and (2) present facilities would accommodate the increased number of students under the 8-2 Plan.

1. Projected costs of educating twenty percent more students using the traditional school year, an increase representing 4,514 additional students from grades 1 - 12. If the traditional school year were retained and 4,514 more students were enrolled, the total potential capital cost of accommodating these students would be $4,550,000. This figure is based on the need for 182 additional classrooms (assuming approximately 25 students per classroom), which would cost $25,000 per classroom. When debt

service charges of $4,960,387 are added to this amount, the total cost represented by the twenty percent increase in students is $9,510,387 when amortized over 20 years at 8 1/2 percent. This figure represents a yearly debenture cost of $475,519 to be added to the budget.

In order to determine what proportion of the total yearly budget the figure of $475,519 represents, it is necessary to project other costs which would have increased because of the increase in enrolment. These would include the increase in instructional costs needed to educate these students and the increase in operating and maintenance costs because of a 20 percent increase in classrooms. The figure of $18,976,000 represents an approximation of the total budget resulting from the increased number of students. The addition of $475,519 in increased debenture costs brings the total to $19,451,000. This represents a cost per pupil of $719.

2. Projected costs of educating 20 percent more students using the 8-2 Plan. Because the 8-2 Plan allows a school system to accommodate 20 percent more students in the same facilities, there would no need for additional classroom space. Because of this, one can project the increased costs resulting from the additional students assuming that certain maintenance and operating costs would be increased only as a result of greater utilization of existing facilities. An estimate of the total costs of operating the 8-2 Plan with a 20 percent increase in enrolment is $19,158,000. This represents a cost per pupil of $703.

There are other costs, however, which should be considered if the 8-2 Plan can accommodate 20 percent more students, it can only do this if all classroom space was used to capacity. Since the majority of new students would live in newly developed areas on the outskirts of the city, many of them would be a long way from the closest school. In many cases the closest school would be too crowded to accommodate them, in which case they would have to attend a school even farther from their home. If the school system assumed the responsibility of transporting the

4,514 additional students in the system, this would represent an expenditure, based on the provincial average of $58.20, of $262,714. If only half the additional students required busing, this would mean a budgetary increase of approximately $131,357, which on a per pupil basis increases the cost of operating the 8-2 Plan by $5.00 per pupil. The cost of air conditioning schools, estimated at $102,426 for each of twenty years represents a per pupil cost increase of almost $4.00.

According to the cost projections made here, the cost per pupil of educating twenty percent more students using the traditional school year is $719. The cost of educating the same number of students under the 8-2 Plan, including the costs of air conditioning the schools and providing transportation for half the additional students, is $712.

In this analysis of the comparative costs of operating the school system under the traditional school year and under the 8-2 Plan, assuming maximum enrolment, it should be noted that

- no attempt has been made to build into these figures an inflationary amount or project changes in the costs of certain items
- the costs for building the additional classrooms needed under the traditional school year are conservative to the extent that the figure of $25,000 per classroom is more applicable to additions to existing schools than it would be to the cost of building new schools
- maximum utilization of facilities under the 8-2 Plan would mean that all school building inadequacies, such as overcrowding, the existence of portables, lack of auditoriums and resource centers, would continue and probably become more pronounced
- some of the increased costs of professional salaries under the 8-2 Plan would not be applicable after the first few years the plan was in operation.

To the extent that the figures in this section represent are an accurate projection of the costs of the 8-2 Plan and the traditional school year, it can be concluded that the year-round use of school facilities represents a potential saving if the maximum number of students the system can accommodate are enrolled. Based on these projections, however, the cost differences between the traditional school year and the 8-2 Plan are minimal, if the school system assumes the responsibility of transporting additional students and air conditioning schools.

This finding supports the claim made by most educators that year-round use of school facilities is not a means of saving money in terms of current expenses. What a year-round plan can do is to enable a school system to defer future educational expenses by not having to build the additional classroom space that would be necessary to accommodate increases in student enrolment.

## Societal Implications of the 8-2 Plan

Any plan for rescheduling the school year which represents as significant a departure from the traditional school year as does the 8-2 Plan is bound to have many societal implications. To a great extent, the life-style of the community reflects the nature of the school year. If major changes to that school year are proposed, considerable adjustment on the part of people in the community will have to be made.

The implications for parents of children in school are the most noticeable, since they are the largest group affected by changes in the school year. If the 8-2 Plan were adopted in Saskatoon, it would mean that

- parents would be limited to a four week period in which to take holidays or engage in other activities during the summer
- the fact that students would be free from school for two week intervals at other times during the year would permit family activities not possible under the present system

- some parents might have problems providing for their youngsters during these two week breaks, especially if both parents were working
- most families would not have their children at home for a week or more over the Christmas period
- activities with other families would be restricted if those families were not on the same attendance pattern.

The life-styles of students, teachers, and administrators would also be affected by the 8-2 Plan

- students who usually made full use of the summer holiday would find their activities restricted by a four-week vacation
- in the case of students for whom two months away from school in the summer is a long time with nothing to do would probably find the four-week vacation resulted in a more meaningful use of their time
- work patterns for secondary school students would be affected by the 8-2 Plan. Although the possibilities for earning during the summer would be reduced, the two week intervals at other times during the year might provide some opportunities for employment
- teachers who were committed to activities during the summer which lasted more than four weeks would have to eliminate or curtail these activities if they were on the same attendance pattern as students
- teachers who would like the opportunity to be away from school at times other than the summer (for hunting, skiing, travelling), could make good use of the two-week breaks the plan provides
- because there is theoretically no starting or end point to the school year under the 8-2 Plan, administrators could take their holidays at any time during the year.

Other aspects of community life would be affected by the 8-2 Plan. In scheduling holidays for their workers, employers could no longer assume that the children of their employees would be out of school during the whole of July and August. If this were a consideration in planning holidays, employers could schedule some vacations in June and September since youngsters in some attendance groups would have their four-week break at these times. In the same way, employers could hire high school students for four-week intervals from June to September rather than employing fewer students for July and August.

Recreational programs would also require considerable alteration if the 8-2 Plan were adopted. Since only twenty percent of the students would be out of school at any one time, the utilization of facilities during the summer months would be reduced, while the need for recreational facilities throughout the year would have increased. Rather than basing their programs on the fact that all youngsters are out of school for two months during the summer, recreation officials would have to gear their programs to the fact that only one-fifth of youngsters would be away from school at any one time.

## Summary

This chapter has presented a description of the 8-2 Plan for rescheduling the school year; a plan which allows for the use of school facilities on a year-round basis by rotating the attendance of students. Certain implications of the 8-2 Plan in terms of educational, economic, and societal considerations have been discussed. These implications, along with the reactions of those who would be affected by the plan, will be considered in assessing the feasibility of the 8-2 Plan for the Saskatoon Public School System.

## PART C. FEASIBILITY OF RESCHEDULING THE SCHOOL YEAR

### CHAPTER 7 ANALYSIS OF THE DATA

The opinions of parents, teachers, and collegiate students regarding the rescheduling of the school year, as well as other types of data collected during the study, are reported and discussed.

### CHAPTER 8 FEASIBILITY OF THE APPROACHES

The meaning of feasibility is clarified and the criteria of practicability and desirability are applied to the three approaches to rescheduling the school year described in Part B.

### CHAPTER 9 CONCLUSIONS, RECOMMENDATIONS, AND OBSERVATIONS

On the basis of assessments made of all the data collected during the course of the study, certain conclusions are drawn, recommendations made, and observations cited.

# CHAPTER 7

## ANALYSIS OF THE DATA

Two types of data were collected during this feasibility study:

1. Factual information about the Saskatoon Public School System and the operation of its schools.

2. Opinions of people who would be affected by any plan to reschedule the school year.

This chapter focuses on the second type of data - opinions of those people whose views should be considered in any plan to reschedule the school year.

Opinion data were collected by means of the following procedures:

(a) Distribution of questionnaires to parents, teachers, and collegiate students.

(b) Meetings and interviews with parents, teachers, administrators, business officials, and recreational leaders.

(c) Letters and phone calls from interested people.

This chapter discusses the findings from these sources which were considered pertinent in assessing the feasibility of rescheduling the school year.

### Parental Opinion

The opinions of the parents of children attending Saskatoon Public Schools were obtained at meetings held during the fall of 1970. These were home and school meetings at which one or both of the directors of the study was present. Parents attending these meetings received information about the concept of the rescheduled school year and the approaches being considered in this study. They were given an opportunity to ask questions and make comments. They were also asked to complete a questionnaire describing certain features of their family's activities and their attitudes toward rescheduling the school year.

This questionnaire, known as the Parental Attitude Questionnaire, was distributed to 1285 parents attending twenty Home and School meetings. Of these, 286 questionnaires were returned. An analysis of the responses to this questionnaire and a sampling of representative comments are contained in Appendix I. The decision to distribute questionnaires at Home and School meetings was based on the desirability of having as informed an opinion as possible on the subject of rescheduling. It should be noted, however, that anyone requesting a questionnaire received one, whether or not he had attended a meeting.

It was recognized that this method of distribution might not produce as large or as representative a sample of parental opinion as would be possible with a more rigorous data collection technique. However, a random sample of parental opinion had been obtained the previous March when 600 Saskatoon parents were given questionnaires dealing with the rescheduled school year. The results of this questionnaire, summarized in Appendix H, were taken into consideration in this study. Although the March questionnaire was not identical to the Parental Attitude Questionnaire, eight of the questions are the same. A comparison of the results of some of these questions is male in the following summary.

This summary is based on the responses of parents completing the Parental Attitue Questionnaire during the fall of 1970. Where appropriate, the results of the March survey are also noted.

1. Parents consider it important to be able to take a family vacation during the summer. 89% of those responding to the fall questionnaire indicated this to be the case, the exact percentage who responded this way on the March questionnaire.
2. 51% of the respondents do not consider that a plan allowing a one-month summer vacation with the remainder of the holiday spaced throughout the year is an appropriat method of rescheduling the school year.

3. 59% of the parents who responded feel that one month during the summer would be sufficient for them to do the things they consider to be important. 61% indicated that they would not be able to utilize two week breaks during the winter as holiday periods.

4. Parents consider that greater utilization of present school facilities should be an important consideration in rescheduling. 60% of the respondents indicated this in the fall questionnaire, while 62% responded in the same manner in the March survey.

5. 81% of the parents would not favor a rescheduled school year plan if it meant increases in expenditures, part of which would come from local taxes. 77% of the March sample indicated the same response.

6. 76% of the parents favored a voluntary summer school program for students. In March, 85% of the parents responded favorably to this question.

7. Of those who responded, 79% felt that present summer activities are worthwhile and important for their children. This is supported by the fact that 67% of the parents in the fall sample and 81% of the March respondents do not feel that their children are bored during the summer.

It is apparent that insofar as rescheduling the school year has a direct bearing on family life styles, the following generalizations can be made:

1. Climatic conditions are an important factor in determining family vacations. The opportunity to take a vacation during the summer is an integral requirement of the life style of most families.

2. Parents have not rejected the concept of a rescheduled school year. Many would allow their children to attend a voluntary summer school program, for example.

3. Notwithstanding the fact that parents do not want their local taxes increased, they feel that the prime consideration in resche[illegible]g the school year should be increased educational opportunities for children and not economic benefits.

## Teacher Opinion

A questionnaire for elementary and secondary teachers was distributed at meetings held to discuss the concept of the rescheduled school year. Of the 400 questionnaires distributed, 147 were returned and analyzed. The responses to these questionnaires, as well as representative comments from teachers, are included in Appendix J.

The following observations can be made on the basis of the responses from teachers:

1. 58% of the teachers feel that an eight-week break during the summer is needed for them to do the kinds of things they usually do.
2. 18% of the respondents studied during the past summer and 31% plan to study next summer.
3. 15% of the teachers perceive the present educational program as needing improvement. The remaining 85% consider the program presently being offered in the schools is either very good or adequate.
4. If any rescheduled school year plan were to require curriculum revision, 68% of the respondents indicate that it should be undertaken by teachers and curriculum experts working together.
5. Of the plans put forward for rescheduling the school year, the 8-2 Plan is seen as a possible alternative to the traditional school year by 12% of the respondents. 16% of the teachers indicate a summer program to be the most advisable.
6. 25% of the teachers responding feel that rescheduling is not necessary.
7. 66% of the teachers feel that rescheduling should occur only after needs and objectives are clearly understood.

The data provided by the teacher questionnaire indicate a general concern by teachers about the motivation for rescheduling the school year. Many teachers view the feasibility study as having only an economic purpose. While there appears to be a genuine awareness of the importance of economics in education, teachers feel that

educational concerns - learning and teaching effectiveness, program objectives and needs, evaluation of present organizational patterns - should have priority.

If an examination of these educational concerns reveals a need for redesigning curriculum and rescheduling the school year, it would seem that teachers would be prepared to participate.

## Student Opinion

A questionnaire for collegiate students was distributed to 1600 students in four Saskatoon collegiates. The purpose of the questionnaire was to acquire some information about the life-styles of high school students and to obtain their opinions on questions related to a possible rescheduling of the school year. Of the questionnaires which were returned, a random sample of 240 were analyzed and summarized (see Appendix K).

The opinions of collegiate students were considered important since these students would be affected by all of the approaches to rescheduling being considered. The 8-2 Plan, for example, would give students a four week break during the summer, which might not be long enough for those who needed to work. An expansion of the summer school program could be recommended only if students indicated some interest in attending. And students' opinions on the semester system would affect approaches to dividing the school year.

The following observations are based on the results of the questionnaire for collegiate students.

1. There is a desire by collegiate students to work during the summer. This is evidenced by the fact that 47% worked last summer, 61% want to work next summer, and 48% consider it very important to work during the summer.
2. 77% of the students do not feel that one month during the summer is sufficient time for them to do what they want to do.

3. Student attendance at summer school depends on the variety of courses offered, whether classes would count on their program, and the levying of tuition fees. This is supported by the fact that:

   - 39% would attend summer school if classes counted on their regular program
   - 23% would attend summer school if classes did not count on the regular program
   - 13% would attend summer school if tuition fees were charged
   - 75% would prefer to take classes other than those offered during the regular year.

4. 51% of the students are interested in accelerating their progress through school.
5. If students were to complete their high school at Christmas of their final year, 81% would use the remainder of the year to work.
6. If given a choice, 93% of the students favor the July-August holiday period to May and June.
7. Students appear to be hesitant about compressing five month programs into four months: 39% are not favorable to this idea, 16% are undecided, while 45% are favorably disposed.

## Other Sources of Opinion

In addition to the collection of data through the use of questionnaires, other opportunities were provided for people to express their opinions on the rescheduled school year. These included meetings, interviews, and phone-in radio programs. While it is difficult to draw firm conclusions on the basis of data received in this way, some general comments about the opinions expressed would seem to be in order.

Administrators in the school system showed considerable interest in the study and in the approaches to rescheduling the school year. While there was no indication of a general desire to implement a plan like the 8-2 Plan, some principals were interested in discovering how it would affect their school. Reactions to the 8-2 Plan

varied from the principal who was prepared to try it out in his school to the principal who was thankful he would have retired before such a scheme could be implemented.

On the whole, administrators were more astute than other groups in assessing the implications of the various plans and in discerning the relative merits of each approach. This could simply have reflected the fact that they would be intimately involved in any major plan to reschedule the school year. Most administrators did not look forward to the additional responsibilities this might thrust upon them if a rescheduled school year plan were adopted.

A meeting with the Saskatoon Board of Trade revealed an interest in the concept of rescheduling and the purpose of the feasibility study on the part of local business men. The fact that this assessment might lead to the more extensive use of school buildings was sympathetically received. There was no strong indication of a need to have vacations for employees come at other times than as presently scheduled. This is not too surprising in the view of the fact that most aspects of our way of life have accommodated themselves to the traditional school year. Concern was expressed about the use of collegiate students as part-time employees during the summer in the view of the fact that the 8-2 Plan would provide only a one month summer break. Suggestions were made for utilizing such students at other times during the year when they would be free.

Although Labor groups were contacted about the study, no invitations to meet with these groups were received. Whether this indicates a lack of interest in the concept of rescheduling the school year or other possible reasons is difficult to assess.

Information was also collected from the City Parks and Recreation Department. It was discovered that at the present time there are not adequate facilities to accommodate school age children who would not be attending school if an 8-2 Plan were in operation. Considerable reorganization of recreational activities would be required to handle 20%

of the students on a rotational system rather than all of the students during the summer. Although the construction of community centers has been proposed, they have not been built because of economic conditions.

Many letters and phone calls were received during the course of the study. These were primarily in response to the 8-2 Plan and the implications it would have on family and community life. Although the majority of responses were negative, some people saw advantages to this type of rescheduling. It happened that during one week, letters were received from two Saskatoon residents, both of whom were ministers. One could see many advantages to rescheduling, such as overcoming the problem of reduced church attendance during the summer, and the possibility of renting school facilities for church-related activities.

The other minister, however, presented a rather impassioned plea for not disrupting family life styles and destroying the structures in society by rescheduling the school year. One portion of his letter is particularly notable:

> As you are well aware, our society is going through a period of turmoil and confusion in moral values, social and cultural patterns. More and more the individual is losing his ties with family, school, church, and community. We hear of the ever-increasing problems of shoplifting, premarital pregnancy, unemployment, the abuse of drugs and alcohol. Behind these problems, it seems to me, are the basic causes of a loss of identity and purpose within a person. When an individual feels he is worthless and that no one cares what happens to him, he soon gets to feel he doesn't care what happens to him or to anyone else. At such a time the support of family, friends, school, church, and community is essential. Anything which tends to divide these bulwarks of society will harm a person's self esteem, which will in turn cause ever-increasing problems.
>
> I believe social interests should prevail. I believe people are more important than money. I pray that you do too.

## Summary

This chapter has presented a summary of the data received during the feasibility study. This information was collected formally through questionnaires as well as informally through discussions and reactions. It dealt primarily with the views of

people who would be affected by a rescheduling of the school year and their opinions concerning the implications of the approaches being considered.

In reacting to the plans for rescheduling the school year, people seemed to be most concerned about how the plan would affect them personally. This was their primary consideration. Following that they were interested in the educational implications of the plan, and finally with economic ramifications. Interest in the possibilities of rescheduling the school year ranged from those who displayed no interest at all, to those who attended home and school meetings all set to ream out the directors of the study for "perpetrating this monstrous idea." As might be expected, people were most concerned with the 8-2 Plan, since it contained the most disruptive features.

The data described in this chapter will be considered when the feasibility of the various approaches to rescheduling the school year is discussed.

# CHAPTER 8

# FEASIBILITY OF THE APPROACHES

## The Meaning of Feasibility

Before any assessment of the feasibility of the plans to reschedule the school year described in Part B can be made, the meaning of the term feasibility should be clarified. According to the dictionary, something is feasible if it is capable of being done, effected, or accomplished. This definition relates solely to whether or not a plan is considered practicable, as opposed to whether it is considered desirable.

Under this definition, a plan for rescheduling the school year could be considered feasible if the financial resources required to operate the plan could be obtained, the administrative skills needed to carry out the plan were available, and the legal statutes affecting such a plan were not infringed.

However, these criteria do not include a major component with which this study has been concerned, namely the opinions, beliefs, and attitudes of those people who would be affected by the plan. A rescheduled school year plan could be implemented (and therefore considered feasible) even if parents were opposed to it, administrators were reluctant to assume the increased responsibilities the plan would entail, or teachers felt the plan was not in the best interests of their students. This is because the rescheduling of the school year is a structural innovation which can be imposed on a school system regardless of whether most people are in favor of it or whether the education of students might be adversely affected.

Many innovations in education, in order to be successful, require the cooperation of professional educators, since they directly affect the teaching-learning situation. Most plans for rescheduling the school year, however, do not fall into this category.

They are capable of being implemented without the approval of parents, teachers, or students. They could be considered feasible solely in terms of their administrative, legal, and economic implications, rather than in terms of their educational or societal ramifications.

The directors of this study consider that defining feasibility in this way is too restrictive. Our concern is not just whether a plan for rescheduling the school year can be implemented. Our concern is also with whether the plan should be implemented, given the circumstances in which the Saskatoon Public School System finds itself. Therefore, we propose to define feasibility in terms of both the practicability of the plan and also its desirability.

We shall consider a plan to reschedule the school year to be feasible if

- the quality of education provided students will be maintained, if not enhanced
- the economic resources needed to operate the plan can be obtained
- the opinions of those affected by the plan are more favorable than unfavorable
- departures from certain policies and practices of the Department of Education, such as the writing of departmental examinations, will be approved.

It should be noted here that any rescheduled school year plan which alters the length of the school day or week, school terms, or holiday periods must meet with the approval of the Minister of Education. This is in keeping with Section 208, Subsection (1) of The School Act of Saskatchewan, which reads:

> 208 - (1) Notwithstanding anything contained herein, the board may:
> (a) by resolution, keep the school open during the whole or any specified portion of the spring vacation or summer vacation;
> (b) operate any of its schools under such organizational plans with respect to length of school day and week, school terms, holidays and vacation periods as may be approved by the minister.

## Feasibility of the Summer School Approach

In Chapter 4, a rescheduling of the school year based on an expansion of summer school programs was discussed. Some of the advantages of increasing such programs were noted. These included the fact that:

- the summer months are conducive to types of learning experiences not possible at other times of the year
- since classes taken during the summer can be voluntary and require no formal evaluation of student progress, they often provide a high degree of motivation and interest for students
- making fuller use of school facilities during the summer alleviates criticism that expensive school facilities are left idle for part of the year
- many students who find the summer break to be a long and often meaningless experience, and many teachers who would like to earn additional money during the summer, can find some satisfactions through the provision of summer school.

Present summer school offerings for public school and collegiate students in Saskatoon were described. These consist of classes for remediation and interest at the high school level, and recently introduced programs in outdoor and compensatory education for elementary school youngsters. In assessing the adequacy of these programs, it was noted that the elementary offerings represent an excellent beginning for what could be an extensive program for public school children. In the case of summer school for collegiate students, however, the signs are not so promising. In view of the decreasing use being made of the courses which are presently offered, it was suggested that a review of the relevance of this type of summer school be carried out.

The attitudes of the parents of elementary school children to the idea of summer school are quite positive. Three out of four parents who returned the Parental Attitude Questionnaire indicated their approval of a voluntary summer school program. Although

this represents a definite interest in summer school, it cannot be assumed that these same parents would necessarily enrol their children in programs if they were offered. It could be that general approval of the idea of summer school could represent a negative reaction to the possibility of year-round utilization of school facilities. If education during the summer were to be a voluntary endeavor, there might be less likelihood of its being made compulsory through the adoption of a plan like the 8-2 Plan.

A more specific reaction of parents to a particular summer program was found in the case of the 1970 Outdoor Education Class. Of the parents who returned an evaluation questionnaire, 93% indicated that they would send their children again. In the case of students, however, only 57% stated that they would definitely participate another year.

Although it is possible to gain a general impression of the reaction of parents to summer programs, it is difficult to make any accurate assessment of the extent to which their children might attend summer school courses. This would seemingly depend on a number of factors, including the nature of the program, the publicity it received, how long it would last, where it was held, the tuition fees, and so on. To the extent that a favorable attitude toward summer school would reflect itself in active support of particular programs, it could be concluded that the future for such programs at the elementary level looks most encouraging.

The future of summer school at the secondary level, however, does not appear to be as promising. The opinions of collegiate students regarding summer school provides little direction for anyone making decisions about the future of the program as it presently exists. The potential for enrolment would be affected by the fact that only 7% of the students surveyed had ever been to summer school, that two-thirds of the students considered it important to work during the summer, that over 70% indicated a

month in the summer was not long enough to allow them to do what they usually do, and that half the students indicated they would not take classes simply for the sake of interest.

On the other hand, 39% of the students thought they would attend summer school if they could take classes which would count on their regular program, over half the students might attempt to complete high school early by taking summer school classes, and 75% would like to see classes offered that are not available during the year.

It would seem that the classes which would be most favorably received by collegiate students are classes which are not available during the regular year; which would count on a student's program, thus allowing him to accelerate his progress; but which would not require the payment of tuition fees.

The possibility of offering classes which meet these criteria at the present time is extremely limited.

1. If the majority of classes offered were those that most students could not take during the regular year, then the possibility of students being able to repeat classes they had taken and failed would be restricted.
2. If these were to be classes that would count on a student's program, they would have to be classes on the Division IV curriculum or other classes approved by the Department of Education.
3. If students wanted to take these classes in order to complete high school earlier, then the whole question of minimum requirements and student acceleration would have to be reviewed.
4. If these classes were to be offered without the payment of tuition fees, then the Public School Board would have to assume the total cost, unless the Department of Education reversed its policy of not providing grants for summer school classes.

Summary

In attempting to assess the feasibility of a broadening of summer school offerings at the elementary level and the diversification of programs for collegiate students, it would have to be concluded that the kinds of programs described here and in chapter four are desirable, but that their practicability is subject to certain limitations.

The feasibility of expanding elementary programs is enhanced by the fact that parents are generally positive in their attitude toward summer school, that the two programs recently offered were well received, and that certain procedures which were followed have established a desirable precedent. The expansion of such programs would be further facilitated if

- one person in the central office were given the responsibility for coordinating summer programs
- such programs could be "plugged into" the central office and take advantage of the services the system can provide
- the school board increased its budget allocation for summer programs.

As far as summer school for collegiate students is concerned, the desirability of continuing to offer the same type of program as in the past can be seriously questioned in view of the response in recent years. At the same time, the feasibility of offering the kind of program which would appeal to more high school students is extremely limited at the present time. What would seem to be needed is an extensive investigation into the nature and purpose of summer school in an effort to determine why the present program seems to be meeting fewer and fewer needs, and how the program could be improved and made more attractive.

Such an investigation would require more time and money than seems at the moment to be available, which brings up the whole matter of the kinds of resources the Public School Board is prepared to devote to summer school. The success of summer

programs in Saskatoon is going to depend in large part on the priority the system is willing to give to such programs. If no increase is made in the commitment of the system to summer school, the potential that is there will remain untapped. As long as summer school is considered to be peripheral in terms of the educational offerings being provided, it will never develop the possibilities of which it is capable.

The major way by which the board could indicate its desire to encourage summer school programs would be to create a position, the major responsibility of which would be the promotion of summer school. The need for such a position would seem to be well documented. In his most recent report to the board, the Coordinator of Continuing Education stated as his first recommendation "the appointment of a full-time administrative assistant or principal of continuing education be given immediate consideration, and that the administration of the summer school program be designated as a responsibility of such assistant upon appointment." It is also reflected in the fact that with the reduction of central office staff at the elementary level, summer programs have to be administered by people who are already carrying heavy responsibilities.

In view of these considerations, it is recommended that the Public School Board seriously consider the appointment of a Director of Summer Programs in its proposed restructuring of central office personnel. This person would be responsible for summer programs for all students in the system and would work closely with the Director of Instruction and the Coordinator of Continuing Education.

If the board were reluctant to employ a person only for the purpose of coordinating summer programs, it could consider the possibility of having this person also function as a public relations officer for the system. Combining this function with summer school duties would seem to be particularly appropriate in view of the fact that most public relations work is carried out during the fall in connection with the annual meeting, whereas summer school activities would be most demanding at other times of the year.

## Feasibility of the Divided Year Plans

Chapter 5 of the study was devoted to the description of three plans for dividing the school year of particular importance to semesterized collegiates. These were plans which would facilitate high school programs by having the first semester end at the Christmas break. The plans discussed were:

1. The Divided Year Plan, which would move the entire school year ahead so that the opening and closing days of school would be approximately August 15 and June 15.
2. The Lethbridge Plan, a modification of the Divided Year Plan, which would enable schools to open later in August by increasing the length of the school day in the first semester by thirty minutes.
3. The 4-4-2-2 Plan, which divides the calendar year into semesters of four months and two months, incorporates summer school into the regular program, and allows students some choice of holiday periods.

The advantages and disadvantages of each of these plans were discussed. In each case there were features which would affect the desirability and the practicability of the plan. The feasibility of all these approaches is subject to the approval of the Minister of Education in the case of plans which would alter the opening and closing days of school, and the Department of Education with regard to the writing of departmental examinations which would have to be held at times other than January and the end of June.

On the basis of what is known about each of these plans, it has been concluded that the most desirable plan is the 4-4-2-2 Plan, followed by the Lethbridge Plan and the Divided Year Plan. Other than satisfying the desire for having the first semester end with the Christmas break and possibly increasing the length of the summer vacation, the Divided Year Plan and the Lethbridge Plan do little to enhance the educational opportunties for students. They do not alter the length of the semesters, thus encouraging curriculum revision. They do not enable students to have some choice of holiday

periods, nor do they facilitate a closer relationship between the regular program and summer school. And they do not increase the flexibility of student entry and exit points.

On the other hand, the 4-4-2-2 Plan does all of these things. In addition, it leaves the September to June school year unchanged for those who prefer it that way. It does not create the problem of overlapping with university summer schools. It upgrades the status of learning in the summer by making July and August one of the regular semesters. And it facilitates the offering of a greater variety of courses than is often possible in the regular programs of most high schools.

Although the 4-4-2-2 Plan contains many features that would be desirable in terms of rescheduling the school year for Saskatoon collegiates, it is more difficult to implement than either the Divided Year Plan or the Lethbridge Plan. It would require closer integration with summer school so that the fourth semester would be fully operational. It should be preceded or accompanied by elaborate curriculum revision aimed at developing courses specifically geared to the length of the semesters. It would require a major adjustment in the way students were programmed into the school. And, ideally, it should be carried out in air conditioned surroundings.

The responses of collegiate students to questions related to the 4-4-2-2 Plan do not encourage its immediate adoption. Although half the students are interested in accelerating their progress through school, which would be facilitated by the 4-4-2-2 Plan, the vast majority favor the July-August holiday period to May and June. Students are almost evenly divided in their opinion about creating semesters of four months instead of five.

Many of the practical problems associated with the 4-4-2-2 Plan might be overcome if there was a desire to see it implemented in at least one collegiate and a concerted effort made to operationalize it. Although there has been some interest on the part of collegiate personnel in the plan, no collegiate has actually indicated its willingness to implement the 4-4-2-2 Plan.

Both the Divided Year Plan and the Lethbridge Plan are considered to be feasible in Saskatoon. The fact that the Lethbridge Plan has been successfully operating for the last two years in Lethbridge would indicate that it is feasible here. The only problem the plan might encounter would be increasing the length of the school day in the case of Evan Hardy Collegiate. The split-shift system under which it is operating would create difficulties for lengthening the school day in that collegiate.

The Lethbridge Plan is more feasible than the Divided Year Plan because school would begin the last week of August rather than in the middle of the month. This would reduce whatever resistance might arise from parents who are used to vacationing until the end of August, and from teachers who would be attending summer school.

One feature of the Lethbridge Plan which could make it less attractive to administrators is that it increases by thirty minutes the length of the school day during the first term, thus requiring some adjustments in the way classes and students are scheduled. Although this makes the operation of the Lethbridge Plan more complicated, it does not seem to be a sufficient reason for not investigating the plan further.

In view of the fact that most administrators in the collegiate system are not familiar with the workings of the Lethbridge Plan, it is recommended that a representative group of collegiate principals and central office personnel visit Lethbridge in the near future to investigate firsthand how their plan is working. Dr. O. P. Larson, Superintendent of Schools for Lethbridge School District No. 51, has indicated his willingness to meet with such a group and have them confer with school system people. It would be unfortunate if the Divided Year Plan were approved for Saskatoon without the Lethbridge Plan at least being seriously considered.

## Feasibility of the 8-2 Plan

The 8-2 Plan is a means of rescheduling the school year based on year-round use of school facilities. The plan was devised to meet two criteria in addition to that

of year-round utilization: yearly student attendance of approximately 200 days, and the provision for student holidays at some time during the summer months.

In order to accomplish the purpose of full utilization and still meet these other requirements, it is necessary to rotate student attendance so that not all students are in school at any one time. This would be done by assigning all students to five attendance groups and having only four of these groups in school simultaneously. The assignment of students to attendance groups would be done arbitrarily so that school facilities would be used to the fullest at all times. Theoretically, at least, twenty percent more students could be accommodated through this approach, since schools would be in operation the entire year.

The most expeditious way to rotate students through school would be to have the attendance groups take holidays of approximately ten weeks sequentially throughout the year. Because this would require some students to take their entire vacation during the winter, this approach was discarded. It was replaced by the 8-2 Plan whereby students would attend school for eight weeks and be off for two weeks on continuous basis, with the addition of a four-week holiday during the summer for all students.

Although the 8-2 Plan is relatively simple to describe, it is extremely complicated in terms of its anticipated and unanticipated consequences. In Chapter 6 an attempt was made to unravel some of these complexities and anticipate some of the consequences by examining the educational, economic, and societal implications of the 8-2 Plan.

In this section some of the major advantages and disadvantages of the plan will be summarized on the basis of all the data considered in the study. This will be followed by some conclusions about the 8-2 Plan and an assessment of its feasibility.

Some Advantages of the 8-2 Plan

1. Implementation of the plan under present circumstances would mean that the overcrowding in some schools could be alleviated, portable classrooms could be dispensed with, classroom space could be used for resource centers and other types of facilities, additional classrooms would not have to be built immediately to accommodate incoming students, and some less functional schools could be eliminated. In some cases this would require the alteration of attendance boundaries, the need for pupil transportation services, and the expense of redecoration.

2. Families who could not formerly take a vacation during the winter would have their children out of school for at least two weeks at times other than July and August.

3. The concept of continuous progress would be facilitated by means of a school year in which students were never away from school longer than one month.

4. More flexible contractual arrangements for teachers could be achieved if not all teachers followed the same attendance pattern as students.

5. The business community would be less restricted in the times it could assign vacations for its employees. The fact that this is not presently seen to be a problem by employers would qualify this advantage of the plan.

6. Criticism that schools were left idle for two months of the year would be alleviated.

Some Disadvantages of the 8-2 Plan

1. The major purpose of utilizing schools the year-round that of maintaining current levels of expenditure or of saving money, is not achieved with the 8-2 Plan. The costs of operating the Saskatoon Public School System under the 8-2 Plan would be greater at present than the costs of using the traditional school year. Even when the expenses of pupil transportation and air conditioning are not considered, it is estimated that the costs of year-round utilization of the schools would be higher than at present. Although potential savings are greater if student enrolment is increasing, the economic advantages of the 8-2 Plan, even assuming twenty percent more students, are not

significant.

2. The administration of the 8-2 Plan would be much more complicated than the administration of the traditional school year. Under any plan in which students are rotated throughout the year, rather than all being in school at one time, there are going to be difficulties in the coordination of students and teachers.

3. The life-styles of most people in the community would be seriously affected by the implementation of the 8-2 Plan. Because the traditional school year has been with us for so long, people have come to structure their lives around it. Any plan which departs as significantly from the traditional school year as does the 8-2 Plan would require considerable adjustment on the part of many people. If those people cannot see any valid reason for having to make that adjustment, they are going to resist it.

4. Educationally, the 8-2 Plan has considerable disadvantages. Because school facilities are being used the year-round, students would not be able to attend more than the minimum number of days. This would restrict opportunities for the kind of remediation, interest, and acceleration presently possible through the provision of summer school. The possibility of students in the lower grades having many different teachers throughout the year could be disconcerting to some children. Programming of students into classes, especially in smaller schools, would be more difficult since not all students are in school at the same time. The 8-2 Plan is not conducive to high school courses as presently constituted, nor does it lend itself to the semester system.

5. The lives of students and teachers could be adversely affected by the 8-2 Plan. Collegiate students could not work for more than four weeks at a time during the summer. Their extra-curricular activities could be disrupted because not all students would be available for participation. Teachers would be unable to attend summer school or travel extensively if they were on the same holiday pattern as students.

Conclusions Regarding the 8-2 Plan

On the basis of what has been discovered about the 8-2 Plan, the following conclusions can be made.

1. The 8-2 Plan would cost more to operate than the present school year, even discounting pupil transportation and air conditioning costs.

2. Although economic savings in terms of deferred building costs would eventually accrue if enrolment was rapidly increasing, this is not the situation now in Saskatoon, nor is it likely to be in the immediate future. On the basis of present projections, the maximum number of students the 8-2 Plan could accommodate would not be reached until approximately 1980.

3. The classroom space that would become available if the 8-2 Plan were adopted would be put to good use by the public school system. Although this would enhance educational opportunities, it would not result in a saving of money.

4. Administrative responsibilities would increase significantly if the 8-2 Plan were adopted. There is no indication that administrators are at all anxious to assume these additional responsibilities.

5. The plan is disruptive of the life-styles of all those whose pattern of living is conditioned by the nature of the school year. Although some people would welcome changes in the structure of the school year, the majority of people would strongly resist any attempt to implement the 8-2 Plan.

Although there are desirable features of the 8-2 Plan, these features are outweighed by the many undesirable consequences the plan contains. On the basis of our assessment of the plan and the reaction it has received during the course of this study, there is only one conclusion that can be drawn: The 8-2 Plan is not feasible for the schools of the Saskatoon Public School System and should not be implemented at the present time.

This is not to say that the plan should necessarily be set aside forever or disregarded completely. There may come a time when the 8-2 Plan will be considered feasible: if student enrolment in Saskatoon were to increase dramatically, if the school system were unable to build the classroom space needed to accommodate future enrolments, if people could be convinced that year-round utilization of the schools was a viable alternative to an undesirable situation, and if more people got used to the idea of holidaying in the winter and learning in the summer. Then it could be that a plan like the 8-2 Plan would be considered a possibility for rescheduling the school year in Saskatoon. But not now.

# CHAPTER 9

## CONCLUSIONS, RECOMMENDATIONS, AND OBSERVATIONS

The purpose of this study was to assess the feasibility of rescheduling the school year for the schools of the Saskatoon Public School System. The study was initiated as a result of interest on the part of the Saskatchewan Department of Education in the concept of year-round education, interest which found expression in the formation of a committee to investigate the possibility of rescheduling the school year in Saskatoon.

As a result of the deliberations of this committee, the Department of Education Rescheduled School Year Committee for Saskatoon, a proposal was submitted to the Department of Education for funds to carry out a feasibility study. This study was seen to be necessary before decisions were made regarding the implementation of any plan to reschedule the school year.

When a grant was made available for the study, directors were appointed and procedures were begun. The study consisted of the development of plans which were potentially feasible in Saskatoon and the collection and analysis of data concerning these plans. The data consisted of factual information and opinions expressed by people who would be affected by any rescheduling of the school year. On the basis of the data received, an assessment of the feasibility of each of the plans was made.

Three approaches for rescheduling the school year in Saskatoon were considered. These were:

1. The Summer School Approach which examined methods of expanding and diversifying programs presently being offered during the summer.
2. The Divided Year Approach which would accommodate the high school program in semesterized collegiates by having the first semester end at the Christmas break.
3. The Rotational Approach which would utilize school facilities the year round by rotating student attendance, thus creating the possibility of economic savings.

These approaches were described in Chapters 4, 5, and 6 respectively, with the assessment of their feasibility being made in Chapter 8. On the basis of all the data collected in this study and the assessments made about the data, the following conclusions, recommendations, and observations are presented.

## Conclusions

1. The 8-2 Plan for rescheduling the school year is not feasible under the present circumstances in Saskatoon. It would cost more money to operate than the present school year, and would incur considerable resistance on the part of most parents, teachers, students, and administrators.
2. The 4-4-2-2 Plan for rescheduling Saskatoon Collegiates contains many features considered desirable for high school students. Because the plan is more difficult to administer and more complicated to implement, it is receiving less attention on the part of collegiate personnel than either the Divided Year Plan or the Lethbridge Plan.
3. Both the Divided Year Plan and the Lethbridge Plan are feasible for Saskatoon if they are approved by the Department of Education. Because the Lethbridge Plan enables school to begin the last week of August, it avoids the problems associated with starting school on August 15. Because it requires a thirty minute addition to the length of the school day during the first term, the Lethbridge Plan would require adjustments in the scheduling of classes not needed with the Divided Year Plan.
4. For a number of reasons, the summer school program for collegiate studies is meeting the needs of fewer and fewer students. Unless it alters its approach and updates its purpose, it will continue to decline in enrolment.
5. Determining what kind of summer program is most conducive to the needs of high school students is extremely difficult. The kinds of classes which, on the basis of student opinion, would seem to be most attractive are very difficult to implement.

6. There appears to be considerable scope for the expansion of summer programs for elementary school children. This is based on a generally favorable attitude to summer school on the part of parents, combined with the success of the two programs recently offered.

7. The traditional school year has had a tremendous conditioning effect on the pattern of living of most people intimately associated with it. Attempting to modify the school year too drastically will be strongly opposed unless there are extremely justifiable reasons for doing so.

8. Although the majority of people have geared their life style to the school year as it presently exists, there is a minority who would like to see more flexibility incorporated into the organization of the school year.

9. Any plan which would allow parents some choice in the times their children will be in school will cost more money and increase administrative complexities.

10. As long as professional salaries constitute almost seventy percent of the operating expenses of a school system, the scope for saving money through increased utilization of school facilities is limited. The possibilities of realizing economic savings are greater where optimum conditions, such as maximum enrolment and air conditioning, are met.

## Recommendations

As a result of this study, it is recommended:

1. That the Saskatoon Public School Board offer a more extensive and diversified summer school program based on the need for remediation, enrichment, and acceleration evident on the part of Saskatoon students.

2. That summer classes be of two types: those initiated by central office personnel and those proposed by teachers, principals, and others, which are approved for presentation.

3. That the provision of summer programs be facilitated through the appointment of a director of summer school, a critical review of summer school courses for collegiate students, a greater financial commitment to summer programs, and consideration of the suggestions made with regard to summer school in chapter four.

4. That the Department of Education reconsider its policy of not providing grants for classes offered at summer school. Certain inconsistencies related to this policy are becoming increasingly evident.

(a) If students who fail a class during the year repeat it in a subsequent semester, they pay no tuition fee, since the cost of providing the class they failed is assumed by the school system. But if they decide to repeat the class they failed by going to summer school, they are charged a tuition fee of at least $25.00.

(b) If students take classes at summer school and apply them to their regular program, they have to pay a tuition fee for each class taken. If by doing this, however, they are able to leave high school half way through their final year because they have acquired the classes needed for graduation (assuming they attended a semesterized high school), they can presumably save the school system over $500.00 (based on current per pupil costs for collegiate students).

If the practice becomes more common for Division IV students to leave high school without having attended three years because they have completed the minimum number of required classes, then the basis of providing grants for the education of such students might well be based on the number of classes taken rather than the number of days attended.

If this were the case, it would be inconsistent not to provide grants for classes taken at summer school.

5. That before any decision is made about moving the school year ahead to accommodate

collegiates on the semester system, a visit should be made to Lethbridge to discover directly how their divided year plan is functioning. If they are as satisfied with their plan as it is claimed, then it should not be overlooked by collegiate personnel who would like to see the end of the first semester coincide with the Christmas break.

6. That any alteration to the opening and closing dates of school resulting from the institution of a divided year plan apply to all schools in the Public School System.

7. That all new school facilities to be built by the Saskatoon Public School Board have a heating and cooling system that will permit an ideal thermal environment regardless of outside conditions. Whether or not such schools will be used extensively during July and August, it will be a sound investment in terms of the future utilization of facilities to have all new schools air conditioned.

Recent writings in the area of thermal environment indicate the importance of properly controlled levels of temperature, air circulation, and humidity for the comfort of students and the effectiveness of learning. In the most thorough study conducted to investigate the relationship between thermal environment and learning, it was discovered that "achievement in all reasoning and some clerical tasks is significantly higher in an ideal thermal environment than in the typical thermal environment." This was the study conducted by the Iowa Center for Research in School Administration of the University of Iowa.

After extensive studies in the Lennox Living Laboratory dealing with the effects of thermal environment on students, Iowa researchers concluded that a controlled thermal environment not only contributes to the comfort of pupils and teachers, but also has incremental effects on learning. The findings of this and other research studies, coupled with the increased usability of air conditioning equipment resulting from recent advances in engineering technology, point to the desirability of having all schools air conditioned.

8. That consideration be given to air conditioning present school facilities over a five or six year period so that the feasibility of a year-round plan for rescheduling the school year might be enhanced.

## Observations

The directors of the study would like to make the following observations which have resulted from their participation in this feasibility study.

First of all, they would like to commend the Department of Education for having initiated this study. It would seem that many educational agencies in Canada are interested in the possibilities of rescheduling the school year. Yet so far few of these organizations have carried out investigations to adequately assess the implications of rescheduling the school year. It is apparent that before any decision as potentially disruptive as rescheduling the school year is made, a thorough understanding of the consequences of that decision needs to be acquired. Because it has attempted to do this through the support of this study, the Department of Education is to be commended.

During the course of this study there were many opportunities to hear the opinions of parents and others regarding the issue of rescheduling the school year as well as other educational issues. Some of these opinions expressed are worth reporting.

On the basis of reactions expressed at home and school meetings, it would seem that many parents feel their opinions on matters related to the education of their children count for very little. Many of their comments reflected a low degree of political efficacy in influencing decisions made at the school system or provincial level.

As one parent expressed it, "If the government thought they could save money by using schools the year round, they'd go ahead with it regardless of how parents felt." This point of view was exemplified in the request frequently made that before any plan

as disruptive as the 8-2 Plan was implemented, a vote of parents and other citizens should be taken on the issue.

Although a large number of parents attended meetings devoted to the topic of the rescheduled school year, the small proportion of questionnaires returned could be considered indicative of the feeling on the part of parents that their views wouldn't really make much difference in deciding whether a rescheduled school year plan would be implemented.

Equally disturbing was the point of view that the decision had already been made to reschedule the school year, and that this study was nothing more than a trumped up selling job.

Although the majority of parents indicated a desire not to see their taxes increased for educational purposes, the feeling was expressed that if the reason for increasing taxes was considered justifiable, such as reducing the pupil-teacher ratio, many parents would be willing to assume the additional costs this would incur. As one mother indicated, "Instead of just assuming that we're all opposed to seeing taxes go up, why doesn't somebody ask us what we're prepared to support in education?"

The number of times the question was raised as to whether the 8-2 Plan would make any difference in the pupil-teacher ratio was indicative of a concern expressed by many parents regarding the effects of increases in the pupil-teacher ratio on the education of their children.

The experiences of other school systems investigating year-round education would indicate that plans like the 8-2 Plan are most seriously considered by systems faced with the realization that their present facilities cannot accommodate the anticipated increases in enrolment, and the fact that ratepayers have turned down the bond issues which would have provided those facilities.

At the present time, Saskatoon is not faced with these problems. It is faced with the fact, however, that school construction in the last few years has not kept pace

with the needs of its students.

It seems to the directors of the study that the Saskatoon Public School Board should be taking advantage of the relative lull in student enrolment increases, the loosening of restrictions affecting school construction, the newer approaches to building construction (such as dealing directly with contractors rather than utilizing consultants), and the fact that ratepayers are still prepared to approve bylaws for new school construction, in order to promote the construction of those facilities which it feels are needed to maintain the standard of educational opportunity for which this city has become known.

With the rate of unemployment at an unprecedented high in Canada, and with the need expressed to inject some life into the construction industry in Saskatchewan, it would seem to be an opportune time to be building the facilities that are needed to maintain the high standard of education that the people of this province have come to know and to appreciate.

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# APPENDICES

APPENDIX A

DOCUMENTS RELATED TO THE DEPARTMENT OF EDUCATION

RESCHEDULED SCHOOL YEAR COMMITTEE FOR SASKATOON

A Progress Report of the Sub-Committee

Proposal to the Department of Education

Memorandum to the Minister of Education

A PROGRESS REPORT

of the

Sub-Committee

of the

DEPARTMENT OF EDUCATION

RESCHEDULED SCHOOL YEAR COMMITTEE

FOR SASKATOON

February 1, 1970

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# I. INTRODUCTION

At the first meeting of the Extended School Year Committee held December 10, 1969, it was decided to establish a sub-committee to study in some detail certain aspects of an extended school year. The tasks of this committee, as outlined in the minutes, were:

1. To outline the terms of reference of the Extended School Year Committee with respect to short-term and long-term objectives.
2. To state the problem and to delineate sub-problems to be investigated or considered.
3. To design the total project proposal.
4. To suggest an evaluation design.
5. To provide a time flow-chart to include the various stages of planning, implementation and evaluation.
6. To estimate the cost of the study.
7. To indicate the implications with respect to supplementary grants required to implement the pilot study.

The members of the sub-committee were

John Egnatoff (Chairman)
Olaf Rostad
Ken Sauer
Mary-Helen Richards
Terry McKague (Recorder)
Bill Manning
Audrey Sojonky

The Sub-Committee met together on January 15 and January 23, 1970 to consider its functions and the best way to proceed. In terms of the above tasks, it has really only dealt with numbers 1, 2, and 5. However, it has examined other aspects of the study and through discussion has arrived at some philosophical perspectives which can be used to undergird the entire study.

Although the Sub-Committee did not deal with all of the tasks which were assigned to it, it was considered advantageous that it submit a progress report at this time. This was in part to keep the main committee informed of what the sub-committee had accomplished, and to get some direction from the main committee regarding future activities of the sub-committee.

At the second meeting of the sub-committee, Ken Sauer presented a report regarding some of the aspects we were to look at. The only part of the report which the sub-committee dealt with was 3. "Establishing criteria for an extended school year plan." The entire report is included in the appendix for the information of the committee.

Extended school year designs can open the door to action in all problem areas. Such needs as more classrooms, reducing class size, eliminating obsolete facilities, making better use of funds, strengthening the curriculum, meeting the problems of disadvantaged children and stimulating the talented will not be met entirely by extending the school year, but potentially a start can be made in solving these problems in education.

Any rescheduled school year plan whose primary objective is to save money is not worth investigating.

## II. A STATEMENT OF PHILOSOPHY

(with which the members of the sub-committee are in basic agreement)

Society today is facing two major crises: one in educational financing and a second in adjusting to rapid changes in social structure. So far, the adding of women and teenagers to the labor market has not been a fact faced by the school systems; rapid urbanization of the population, increased mobility, rapid changes in customs and morals because of increased efficiency of communication -- none of these has been reflected in modification of curriculum or of the school year.

Today there are increased pressures on children and adults to learn more in a shorter time. There are greater expectations on the part of parents and children for a richer and more varied educational experience. Any plan to reschedule the school year must contribute to these needs and aspirations.

In Saskatoon, we need to find out where we are now, where we are likely to be in ten years, and to modify school structures and programs to fit the future "life styles" of our people.

Any plan to extend the school day or year should stress flexibility and economy both. It should be open-ended so that it can be modified as requirements change.

Any rescheduled school year plan whose study and implementation takes away financial resources that could be used to improve existing programs could be questioned, unless it can be anticipated that the plan which results could act as a vehicle for improved programs.

Before embarking upon any plan designed to extend the school year, we must be certain of what we hope to accomplish. It is not enough to simply talk about school buildings remaining idle during summer holidays and the economies that might result from their increased use. In fact, it is almost certain that any plan would initially increase costs substantially. Nor will the addition of more days to a school year in itself enrich a school's program. It is even possible that it may interfere with the quality of educational offerings by drawing away resources that might be used to improve the present program.

What are seen to be the advantages of rescheduling the school year?

For the student: Flexibility, time for remedial work, curriculum revision, acceleration, allowance for more electives at the secondary level, enrichment at all levels.

For the teacher: More money for a longer school year, more money for salary purposes if economies are made on building costs; easier to schedule for classes at university.

For the taxpayer: Evenutal savings on capital expenditures if fewer buildings are required, savings on maintenance and upkeep; if teachers work a longer year, savings on additional teachers' pensions.

The most important factor in any rescheduled school year plan is its effect on the quality of education. Any rescheduled school year plan would have to be assessed on the basis of whether it enhanced the quality of programs. Our major consideration is a concern for quality education.

## III. SOME CONCERNS OF THE SUB-COMMITTEE

1. Is a survey of the extended school year the most sensible place to spend money on research? Many people are already suspicious of it because it was initiated by the Department of Education, thus being perceived as a move to save money.

2. Is it right to be considering an extension of school facilities when present programs are not functioning as well as they might be? There is considerable need for curriculum overhaul, which is in itself a big expense, yet the activities of the curriculum revision committees have been cut back to three meetings a year.

3. Are we making full use of facilities now, if program enrichment is our objective? There is a great deal of potential in summer school, whereby students could take subjects they would have to take the next winter. The problem is, of course, who is to pay for these programs?

4. It needs to be clearly stated that it isn't just a matter of saving money. You do not necessarily get instant economy with the extended school year.

5. How committed is the Department of Education to the study and implementation of an extended school year plan, especially in view of its desire for the committee to become a Saskatoon committee?

## IV. STATEMENT OF THE PROBLEM

### Main Problem

Can school systems obtain more effective utilization of their resources and at the same time improve the quality of learning experiences for boys and girls?

How can one obtain greater mileage out of school facilities?

### Sub-Problems

1. Life-style of the Community

   (a) What is the life-style of the people of Saskatoon?

   (b) Is the life-style of the community the same as we think it is?

   (c) Is the life-style of the community sufficiently flexible so as to permit departures from traditional patterns?

   (d) Is it right to try to interfere with the traditional life-style of people by imposing holiday periods, for example?

2. Articulation and Coordination with Other Institutions

   (a) What are the implications of different entry and exit points for students going on to further education or entering the labor market?

3. Economic Implications

   (a) Will a rescheduled school year plan require additional financial expenditures?

   (b) How will the money required to operate the plan be raised?

   (c) Will an increase in financial inputs result in greater or lesser educational outcomes?

   (d) Can the quality of an educational program be improved without greater expenditures of money?

4. Public Attitudes and Participation

   (a) Do people want to see the quality of education improved?

   (b) Are people prepared to pay for the increase in costs that will result if education is improved?

(c) How amenable are people to the kinds of changes that a rescheduled school year might bring?

(d) How have people reacted previously to changes similar to a rescheduled school year?

(e) What do people want regarding the utilization of facilities?

5. School Operation

(a) What will be the effect of a rescheduled school year plan on programs?

(b) Will students and teachers be given a choice about when they will be in school or will the system decide this question?

(c) Will the rescheduled school year plan be one in which students can attend more than 200 days?

(d) Does the plan require changes in
- length of the school day
- methods of time-tabling
- space requirements
- present summer school programs?

(e) What will be the implications for teachers of a rescheduled school year in terms of hours of work, payment, freedom to attend summer school?

6. Methods of Implementation

(a) Who will be involved in the implementation of a rescheduled school year plan?

(b) At what stages should different groups become involved?

(c) Should all or only some grade levels be used?

(d) Should the implementation be city-wide or in one geographic area?

(e) What changes in legislation might be required before a rescheduled school year plan could be implemented?

7. Evaluation Procedures

(a) What criteria should be used in evaluating the success of a rescheduled school year plan?

(b) At what times should such an evaluation take place?

(c) Who should be involved in such an evaluation?

8. Other Rescheduled School Year Plans

   (a) What rescheduled school year plans have been or are now in operation?

   (b) What features of these plans contributed to their success or failure?

   (c) How appropriate are these plans to circumstances in Saskatoon?

9. Utilization of Resources

   (a) How can we take advantage of what other places have done and the results they have obtained?

   (b) What studies exist which have attempted to answer the same questions that are being asked here?

   (c) How can we make use of technology to increase our flexibility and avoid making the same mistakes as in the past?

10. Procedures to be Used in Producing the Report

   (a) How should the sub-committee proceed in carrying out its functions:

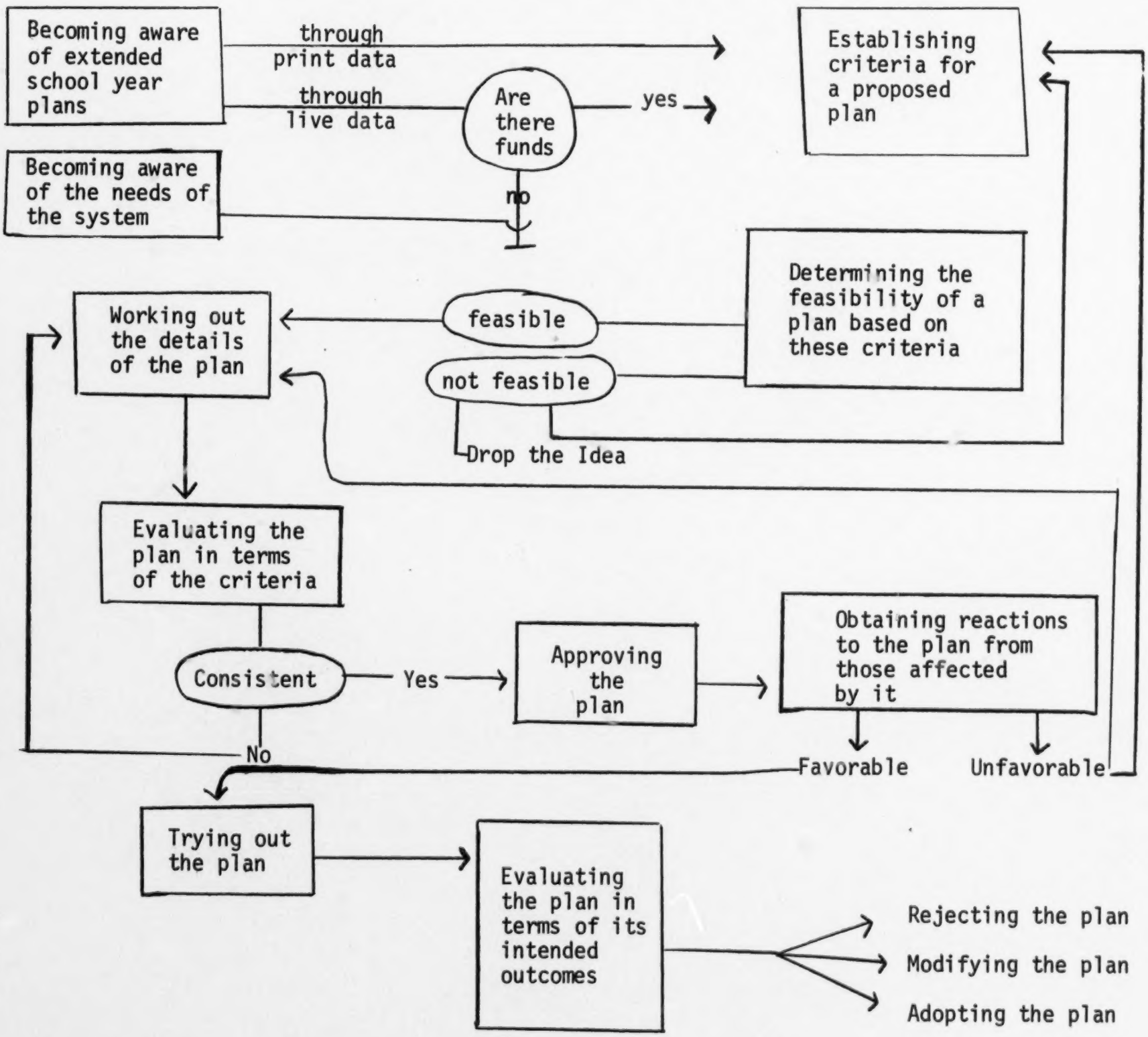
      - by agreeing on general guidelines and "farming out" responsibilities to each member

      - by sitting down together and working out the details collectively

      - by making use of an executive secretary and other clerical help whose services would be paid for?

   (b) How much financial assistance can be obtained for use in producing the report?

## V. A FLOW CHART FOR IMPLEMENTING AN EXTENDED SCHOOL YEAR PLAN


Becoming aware of extended school year plans
through print data
through live data
Are there funds
yes
no
Establishing criteria for a proposed plan
Becoming aware of the needs of the system
Determining the feasibility of a plan based on these criteria
feasible
not feasible
Working out the details of the plan
Drop the Idea
Evaluating the plan in terms of the criteria
Consistent
Yes
Approving the plan
Obtaining reactions to the plan from those affected by it
Favorable
Unfavorable
No
Trying out the plan
Evaluating the plan in terms of its intended outcomes
Rejecting the plan
Modifying the plan
Adopting the plan

## VI. TERMS OF REFERENCE

NAME — I. (1) The Department of Education Rescheduled School Year Committee for Saskatoon

MEMBERSHIP — II. (1) The Committee shall consist of:

(a) one person representing the Saskatoon Collegiate Board

(b) one person representing the Saskatoon Public School Board

(c) two persons representing the administrative staff of the Public School and Collegiate systems

(d) three persons representing the Saskatoon Teachers' Association

(e) one person representing the Saskatoon Separate School System

(f) two persons representing the citizens of Saskatoon

(g) one person representing the College of Education, University of Saskatchewan, Saskatoon; and

(h) two persons representing the Department of Education

(2) The committee shall add such representation from other bodies as deemed necessary.

TERM — (3) Each member of the committee shall hold office for the duration of the study.

CHAIRMAN VICE-CHAIRMAN — (4) The chairman shall designate one of its members as chairman and another as vice-chairman.

MEETINGS — (5) Meetings of the Committee shall be held at the call of the chairman.

DUTIES AND RESPONSIBILITIES — III. (1) The Committee shall enquire into the feasibility of implementing some form of a rescheduled school year for designated schools within the city of Saskatoon, by examining the educational needs of individuals within that society, having regard to the changes that may occur from such action(s).

(2) The committee shall study the educational organization inclusive of elementary and secondary schools, technical institutes, universities and adult education programs to determine how these institutions and programs may be affected by the proposed changes and what necessary adaptations will have to be made.

(3) The committee shall give consideration to the financing of this project as is deemed essential to the successful implementation of a rescheduled school year study in designated school(s) in the city of Saskatoon.

(4) The committee shall enlist the aid of government officials, the teaching and administrative staff of elementary and secondary institutions, local school governments and citizens of the city of Saskatoon in undertaking this enquiry, and shall involve, insofar as possible, all of the foregoing in the processes of the enquiry into and implementation of the rescheduled school year study.

(5) The committee shall undertake directly and/or request from outside agenecies the completion of studies relevant to the achievement of its (the Committee's) purposes.

(6) The committee shall periodically furnish the Saskatoon School Boards and the Minister of Education with progress reports on the course of the study.

POWERS IV. (1) On completion of the study, the committee may make recommendations to the Saskatoon School Boards and the Minister of Education on the appropriate permanent structures and processes for the administration and coordination of the rescheduled school year as it relates to the total educational structure and for long-range educational planning in the Province of Saskatchewan.

## VIII. CONCLUDING REMARKS

In terms of its initial assignment, the sub-committee has yet to

1. Collect information in an attempt to deal with the problem and sub-problems.
2. Establish criteria on the basis of their philosophy and the information collected.
3. To design the total project proposal.
4. To suggest an evaluation design.
5. To provide a time chart of the various stages of planning, implementation, and evaluation.
6. To estimate the cost of the study.
7. To indicate the implications with respect to supplementary grants required to implement the pilot study.

Before proceeding, however, the sub-committee wished to let the main committee know what it had been doing and to receive some direction regarding its future activities.

PROPOSAL

of the

Department of Education

Rescheduled School Year Committee for Saskatoon

to the

Department of Education

regarding

A Feasibility Study for Rescheduling the School Year

May, 1970

## SOME BACKGROUND INFORMATION

In the fall of 1969 the Department of Education, with the cooperation of the school boards of Saskatoon and other agencies and individuals, established a committee which became known as the Department of Education Rescheduled School Year Committee for Saskatoon. The purpose of the committee was to investigate the concept of year-round education, particularly with a view to the desirability and feasibility of implementing some form of a rescheduled school year in Saskatoon.

Early in its proceedings the committee decided to form a smaller sub-committee to act as a working body in studying certain aspects of the rescheduled school year. This sub-committee prepared a Progress Report in February of 1970 for the committee itself, which is included in the appendix.

In reacting to the Progress Report, the committee realized the necessity of obtaining some kind of financial commitment from the Department of Education before continuing its work. It charged the sub-committee with the task of deciding what needed to be done and what it would cost. This is the substance of this proposal to the Department of Education.

The study of a rescheduled school year for Saskatoon would consist of three stages:

(1) Feasibility
(2) Implementation
(3) Evaluation

This proposal concerns only the first stage -- the carrying out of a study to determine the desirability and practicability of a rescheduled school year plan for Saskatoon.

The Rescheduled School Year Committee and especially the sub-committee have spent a great deal of time grappling with some basic questions regarding

the rescheduling of the school year in Saskatchewan. They have assumed that any rescheduling or extension of the school year can bring about educational improvements. But they also realize that improvements in the quality of education only come about with increased expenditures of money.

They have taken the position that any rescheduled school year plan whose primary objective is to save money is not worth investigating. The only justifiable purpose for such a plan must be the more effective utilization of resources so that the environment in which learning occurs can be enhanced.

In view of the financial situation regarding education in Saskatchewan and the economic picture generally, many members have expressed doubts about whether we should be requesting funds from government even for the purpose of assessing the feasibility of rescheduling the school year. From the beginning it has been felt by the committee that whatever plan is finally arrived at, it is going to require extensive funding. Experience has indicated that no school system has sufficient resources to embark on an extension of the school year without considerable outside funding.

The committee has also realized that it is the Department of Education which must decide whether it wishes to use its resources to study and to implement a rescheduled school year, or to use them for other purposes. At this point we are requesting funds only to study the feasibility of such a move and not the funds which would be necessary to implement whatever plan is decided upon.

## THE FEASIBILITY STUDY

Purposes for which the funds requested will be used:

1. To gain a clearer picture of the contemporary scene in Saskatoon.
   (a) To acquire insight into certain historical and demographic features of Saskatoon which might have an effect on the successful implementation of a rescheduled school year plan.

   (b) To gather information regarding the life-style of the community. Is the life-style of Saskatoon people the same as we think it is? Is it sufficiently flexible to permit departures from traditional patterns of school organization?

2. To gain an understanding of people's attitudes and opinions.
   (a) What do Saskatoon people consider the goals of education to be? How adequate do they consider the educational system has been in meeting their aspirations and expectations?

   (b) What opinions do parents have regarding the school system and the repercussions a rescheduled school year might have on their family?

   (c) How would school people react to proposals which would have an effect on their life-style? What are the concerns of teachers and administrators to such proposed changes?

   (d) How do students perceive the educational scene and how would they like to see it improved?

   (e) How would business and industry react to the possibility of employees being able to take holidays other than in the summer? What implications might it have for the hiring of students?

   (f) What are the implications for institutions of higher learning of the fact that a rescheduled school year might provide different entry and exit points for high school students?

3. To develop a rescheduled school year plan which would seem most conducive to the situation as determined by the above?
   (a) What are the criteria such a plan would have to adhere to?

   (b) What plans have been or are being used by other school systems?

   (c) What would be required to implement such a plan?

   (d) How would such a plan be evaluated?



IC 3

4. To estimate the costs of implementing and operating such a plan.

   These would include the costs of curriculum revision, public relations, personnel, alterations to school facilities, etc.

5. To gather information on programs offered in the Saskatoon schools and to examine the entire planning mechanism of the school systems.

Procedures in carrying out the study would include:

1. Gathering together of information that is already available.

2. Collecting data through the use of questionnaires and interviews.

3. Establishing criteria for a proposed plan through consultation with many people.

4. Visiting school systems that are using extended or rescheduled school year designs and attending conferences devoted to this topic.

5. Estimating the costs of a rescheduled school year plan.

6. Working closely with school boards and administrative personnel of the Saskatoon school systems.

Costs which would be required to carry this out:

| | |
|---|---|
| 1. Salaries of | |
| (a) Executive Secretary who would work part-time in coordinating all aspects of the study and being responsible for its outcome | $8000 |
| (b) Part-time assistants to do the necessary interviewing and the administration of questionnaires | $4000 |
| (c) Part-time secretary | $2000 |
| 2. Other expenses | |
| (a) Clerical supplies, paper, stamps, etc. | $1000 |
| (b) Travel to seminars and exemplary systems | $2000 |
| (c) Unanticipated expenses | $1000 |
| Total | $20,000 |

June 12, 1970

To: Dr. J. C. McIsaac, Minister of Education

From: The Department of Education Rescheduled School Year Committee for Saskatoon

Regarding: Proposed Feasibility Study for Rescheduling the School Year in Saskatoon

I. Background

On May 20, 1970 five members of the Rescheduled School Year Committee met with the minister and others from the Department of Education in Regina. The purpose of this meeting was to discuss a proposal submitted by the committee and to obtain a reaction from the department to it.

At this time the members of the committee would like to acknowledge with appreciation the warm reception given to them by the minister and the time and effort taken by department officials in considering the proposal presented.

While giving tentative approval in principle for the feasibility study, the minister requested more detailed information and elaboration about some of the points referred to in the proposal. It is the purpose of this submission to provide that information.

II. Personnel

In deciding what kind of person would be most suitable for heading up the feasibility study, the committee considered a number of criteria. When it was realized that probably no one person met all the suggested requirements, a proposal was made to have two people be in charge. These would be a project director and an executive secretary.

(a) Project Director - Terry McKague

The Project Director would be responsible for the success of the feasibility study. He would determine the procedures to be used in carrying out the study, employ others to assist with the study, dispense the funds needed to carry it out, be responsible for the writing up of the report and for its presentation to appropriate bodies. He would be immediately responsible to the sub-committee and report on a regular basis to it.

Dr. McKague would carry out these functions in addition to his regular duties at the University of Saskatchewan. His term would begin September 1, 1970 and continue until all aspects of the study were completed. The Project Director would be paid a fee of $2,500.00 at the completion of the study, January 31, 1971.

(b) Executive Secretary - Glen Penner

Directly responsible to and working in close conjunction with the Project Director will be the Executive Secretary. His functions will include the collection and analysis of data, the development and modification of rescheduled school year plans, the coordination of the activities of others assisting with the study, and any other duties required to facilitate the study.

Mr. Penner will be employed from September 1, 1970 to December 31, 1970. During this period he will spend four/fifths of his time working on the feasibility study. The other one/fifth of the time he will be employed by the Saskatoon Public School Board and work in the central office. After December 31 he will be working full time for the board. A desk will be provided for him in the College of Education building.

For his services Mr. Penner will be paid $5,500.00, this amount to be divided by four and paid at the end of each month. It is hoped that Mr. Penner will make himself available for presentations and meetings after December 31 and that he will allow the project to make use of the results of his thesis and other information at his disposal.

(c) Other Assistants

It is anticipated that the feasibility study will involve at least the following sequential functions:

- determine the purposes to be served by rescheduling the school year
- develop a plan or plans which would accomplish such purposes
- determine the desirability and feasibility of each plan
- present the plan or plans with background information to appropriate bodies for their consideration and approval

In order to carry out the first three of these steps a great deal of information will have to be gathered, summarized, and analyzed. This would include accumulating

data already available, acquiring new facts, and obtaining opinions through interviews and questionnaires. Some paid assistants will be needed to perform these functions. The number of such assistants and the exact nature of their work has not been determined at this stage. Because of this the amount of money to be allocated for their services can only be projected. The original request was for $6,000.00.

(d) Clerical Help

Secretarial help will be needed on a part-time basis throughout the study. Such services would be provided by one of the secretaries in the College of Education, who will be paid at an hourly rate approximating the secretary's present salary. A maximum amount of $2,000.00 has been proposed.

III. Financial Considerations

(a) Personnel Costs. Total costs for the project director, executive secretary, paid assistants and part-time secretarial help is $16,000.00.

(b) Other Expenses. The original proposal requested $4,000.00 for purposes other than personnel. Included in this amount were clerical supplies, paper, etc., travel to exemplary systems, and unanticipated expenses. It is expected that some of these items may not require the total amount indicated. On the other hand, additional expenses not currently anticipated may occur.

(c) Procedures for the Distribution of Funds

IV. Calendar of Proceedings

The rescheduled school year feasibility study is intended to be a five month project, beginning in September, 1970 and being completed by the end of January, 1971. It is anticipated that the first three steps outlined in Section II (c) will be completed by the end of November. In December the report will be written, and during January it will be presented to the Rescheduled School Year Committee, the Saskatoon Public School Board, and the Minister and other officials of the Department of Education for their consideration.

APPENDIX B

RECORD OF MEETINGS HELD

The following meetings were held during the months of September, October, and November, 1970.

1. Meetings with Professional Groups

| DATE | GROUP | NUMBER PRESENT | TYPE OF MEETING |
|---|---|---|---|
| August 25 | Collegiate Principals | 8 | Introductory |
| August 28 | Elementary Principals | 40 | Introductory |
| September 2 | Joint Boards Saskatoon Teachers | 11 | Introductory |
| 8 | Assoc. Exec. | 14 | Introductory |
| 16 | Walter Murray Staff | 55 | Introductory Feedback |
| 17 | Collegiate Assis. Prin. | 10 | Introductory Feedback |
| 22 | Elementary Vice-Principals | 36 | Introductory Feedback |
| 30 | Office Admin. Staff | 10 | Discussion Feedback |
| October 7 | Bedford Road Staff | 35 | Introductory Feedback |
| 14 | Nutana Staff | 30 | Introductory Feedback |
| 21 | Area #1 Principals | 20 | Feedback |
| 21 | Area #2 Principals | 20 | Feedback |
| November 6 | Caroline Robins Staff | 15 | Introductory Feedback |
| 17 | Mount Royal Staff | 50 | Introductory Feedback |
| 18 | Separate School Principals | 30 | Introductory Discussion |

2. Meetings with Home-School Groups

| DATE | | GROUP | NUMBER PRESENT | TYPE OF MEETING |
|---|---|---|---|---|
| September | 23 | Montgomery | 150 | Information and Discussion |
| | 29 | Thornton | 90 | Inf. and Disc. |
| October | 7 | Brevoort Park | 150 | Inf. and Disc. |
| | 19 | Sutherland | 150 | Inf. and Disc. |
| | 19 | Citizens Advisory Group | 15 | Inf. and Disc. |
| | 27 | Holliston | 30 | Inf. and Disc. |
| | 28 | Queen Elizabeth | 65 | Inf. and Disc. |
| | 28 | Henry Kelsey | 125 | Inf. and Disc. |
| November | 3 | Hugh Cairns, Haultain, Churchill | 200 | Inf. and Disc. |
| | 4 | Pleasant Hill | 30 | Inf. and Disc. |
| | 4 | Victoria | 25 | Inf. and Disc. |
| | 10 | North Park | 40 | Inf. and Disc. |
| | 17 | Albert | 20 | Inf. and Disc. |
| | 18 | Prince Philip, Lorne Hazelton | 80 | Inf. and Disc. |
| | 18 | Brunskill | 40 | Inf. and Disc. |
| | 25 | Mayfair | 40 | Inf. and Disc. |
| | 25 | Caswell | 35 | Inf. and Disc. |

3. Meetings with Service Clubs and Other Interested Groups

| | | | | |
|---|---|---|---|---|
| November | 2 | Kinsmen Club | 60 | Inf. and Disc. |
| | 5 | Board of Trade | 30 | Inf. and Disc. |
| | 18 | Parks and Recreation | 1 | Inf. and Disc. |
| | 19 | Sask. School Trustees | 50 | Inf. and Disc. |
| | 24 | Y.W.C.A. | 20 | Inf. and Disc. |
| December | 14 | Sask. Rotary Club | 60 | Inf. and Disc. |

The forty meetings listed above can be summarized as follows:

- fifteen meetings which 384 teachers, principals and central office administrators present;
- twenty Home and School meetings with 1285 parents and teachers present;
- six meetings of other interested groups, with 221 present.

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APPENDIX C

THE VALLEY VIEW 45-15 PLAN

LOCKPORT, ILLINOIS

The Valley View 45-15 Plan is a method of assignment of pupils, building facilities, and staff members. By more efficient use of the physical plant, by a more extensive use of the personnel, and by a more equal distribution of pupil class attendance throughout the year, the school district anticipates a saving in building construction costs, a longer working year for some certified and non-certified employees (with corresponding increases in income), and quality education for the student body.

The Plan is educationally sound, financially desirable, and legally possible. It should not be confused with the "Four Quarter Plan".

1) With a standard annual calendar, Saturdays and Sundays, all legal holidays, a week at Christmas, a week at Easter, and a period of five to nine class days in July (as an adjusting period) are designated as school closing times. No classes are in session, however the buildings could be open for maintenance, athletic events, community activities and library service.

2) All District #96 pupils are placed in one of four groups (A, B, C. or D). Unless the parents request differently, all children in the same family are placed on the same attendance schedule, even though the children may be at different grade levels or at different buildings. The four groups always stay in the same order of rotation.

Over 5,000 pupils are now in school in District #96; enrollment is increasing at an exceptionally rapid rate. Electronic data-processing facilities will be necessary to the scheduling process.

3) Beginning June 30, 1970 (designated as the Target Date although this date is

flexible) Group A will begin classes for 45 continuous class days as scheduled on the calendar. Then Group A will have a 15 class day vacation period. For such cycles per calendar year will give the pupil 180 class days per school and calendar year.

4) Group B pupils will begin 15 class days after Group A; Group C pupils will begin 15 class days after Group B; Group D pupils will begin 15 class days after Group C; etc. In this way, each group will attend 45 class days and then have 15 class days as a vacation. At any one time, however, only three of the four groups will be attending classes. Or stated differently, because of the staggered starting date, one of the groups will be on vacation while three of the groups will be in school.

5) Teachers and classrooms are scheduled to match up with pupils for grade level and department. (Junior High)

Bus service, building administrators, library and resource center staff members, cafeteria workers, and custodial employees will be scheduled as required.

Provision is made for special education pupils, pupils who transfer into District #96, and pupils who may be retained or advanced. Kindergarten classes will be provided.

Provisions have been made for emergency school closing days and/or teacher institute days.

6) This scheduling system was designed to provide District #96 pupils with quality education, full school days, and 180 class days per year. The 45-15 schedule is not a device for increasing class days of instruction.

7) Use of this plan would result in saving the construction costs of sixty classrooms for District #96.

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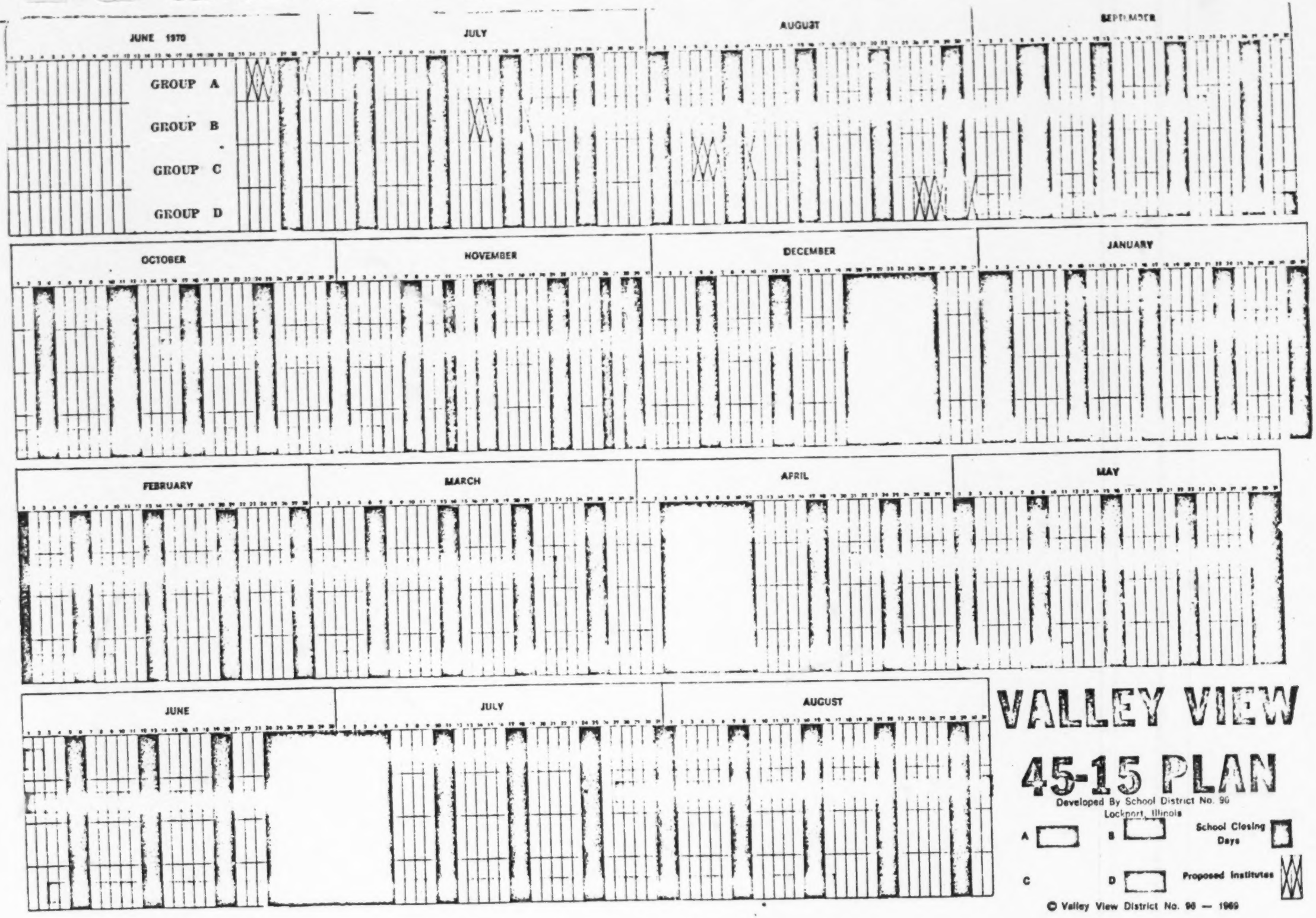
JUNE 1970
JULY
AUGUST
SEPTEMBER
GROUP A
GROUP B
GROUP C
GROUP D
OCTOBER
NOVEMBER
DECEMBER
JANUARY
FEBRUARY
MARCH
APRIL
MAY
JUNE
JULY
AUGUST
VALLEY VIEW
45-15 PLAN
Developed By School District No. 96
Lockport, Illinois
A
B
School Closing Days
C
D
Proposed Institutes
© Valley View District No. 96 — 1969

APPENDIX D

SASKATOON PUBLIC SCHOOLS

SUMMER PROGRAM - 1970

OUTDOOR EDUCATION, Centered at College Park School

SUMMARY OF PARENT REACTIONS

Parent Communication Sheet

Please give your impression of our Pilot Program. Your children have been involved in the first program of its kind, and we are anxious to get parent comments, so to fully evaluate this Summer Program.

1. Would you send your boy or girl to a similar program, another year, if such were available?

   60 Yes
   3 No
   1 Undecided

2. What do you consider the most valuable part of this summer activity?

   23 a) Small class size
   41 b) Well qualified staff
   52 c) Great use of the "out-of-doors"
   39 d) Freedom and emphasis on activity
   32 e) Emphasis on creativity
   31 f) Opportunity to build, develop, and make something for himself
   13 g) Summer holiday activity
   14 h) Social involvement
   5 i) Others

3. Please place the following activities in order of importance, as you look over the program.

   51 1) Field Trips
   18 2) City Tours
   — 3) Cook-Outs
   — 4) Wide GAmes
   — 5) Booklets
   — 6) Physical Education
   24 7) Crafts
   — 8) Instruction Period

4. Length of Time:

   a) 2 weeks 5
      3 weeks 17
      4 weeks 25

   b) 9:00 - 12:00 4
      1:00 - 4:00 32
      9:00 - 4:00 4

4. General Comment: What programs would you like to see provided in the Summer months for young students?
   Art Education 33, Music Education 24, Remedial Reading 11, History Treks 47, Developmental Math 10, Spelling Enrichment 7, Outdoor Education 51, Physical Education 32, Science Research 49, Foreign Languages 27.

SUMMARY OF PUPIL REACTIONS
Division I

Participant Evaluation Sheet

Please give your impression of our Summer "Pilot Program" in Outdoor Education. We are anxious for your comments so we can fully evaluate this new development.

1. Would you like to participate in another Summer Program of this type, if the opportunity was provided?

| | |
|---|---|
| 20 | Yes |
| 2 | No |
| 1 | Unsure |

2. What did you like best about this program?

| | | | | | |
|---|---|---|---|---|---|
| 14 | 1) | Field Trips | 15 | 6) | Booklets |
| 12 | 2) | Cook-Outs | 1 | 7) | Wide Games |
| 15 | 3) | Crafts | 12 | 8) | Culmination |
| 13 | 4) | Physical Education | 21 | 9) | City Tours |
| 10 | 5) | Instruction | | | |

3. What programs would you like to see?

| | | |
|---|---|---|
| 20 | 1) | Art Education |
| 14 | 2) | Music Education |
| 16 | 3) | Remedial Reading |
| 15 | 4) | Developmental Mathematics |
| 16 | 5) | Spelling Enrichment |
| 21 | 6) | Outdoor Education |
| 21 | 7) | Physical Education |
| 20 | 8) | History Treks |
| 21 | 9) | Science Research |
| 16 | 10) | Foreign Languages |

4. General Comments:

a) How do you feel this program has helped you?

b) Why did you enrol in this program?

| | | |
|---|---|---|
| a) | Wanted to | 23 |
| b) | Parents desire | 12 |
| c) | Teacher encouraged | 1 |
| d) | Summer activity | 14 |

SUMMARY OF PUPIL REACTIONS
Division II

Participant Evaluation Sheet

Please give your impression of our Summer "Pilot Program" in Outdoor Education. We are anxious for your comments so we can fully evaluate this new development.

1. Would you like to participate in another Summer Program of this type, if the opportunity was provided?

| | |
|---|---|
| 33 | Yes |
| 6 | No |
| 24 | Unsure |

2. What did you like best about this program?

| | | | | | |
|---|---|---|---|---|---|
| 49 | 1) | Field Trips | 41 | 6) | Booklets |
| 58 | 2) | Cook-Outs | 44 | 7) | Wide Games |
| 53 | 3) | Crafts | 22 | 8) | Culmination |
| 47 | 4) | Physical Education | 17 | 9) | City Tours |
| 30 | 5) | Instruction | | | |

3. What programs would you like to see?

| | | |
|---|---|---|
| 34 | 1) | Art Education |
| 11 | 2) | Music Education |
| 8 | 3) | Remedial Reading |
| 10 | 4) | Developmental Mathematics |
| 11 | 5) | Spelling Enrichment |
| 32 | 6) | Outdoor Education |
| 31 | 7) | Physical Education |
| 27 | 8) | History Treks |
| 40 | 9) | Science Research |
| 32 | 10) | Foreign Languages |

4. General Comments:

a) How do you feel this program has helped you?

b) Why did you enrol in this program?

| | | |
|---|---|---|
| a) | Wanted to | 54 |
| b) | Parents desire | 15 |
| c) | Teacher encouraged | 5 |
| d) | Summer activity | 39 |

SUMMARY OF PUPIL REACTIONS
Division III

Participant Evaluation Sheet

Please give your impression of our Summer "Pilot Program" in Outdoor Education. We are anxious for your comments so we can fully evaluate this new development.

1. Would you like to participate in another Summer Program of this type, if the opportunity was provided?

| | |
|---|---|
| 12 | Yes |
| 7 | No |
| 9 | Unsure |

2. What did you like best about this program?

| | | | | | |
|---|---|---|---|---|---|
| 11 | 1) | Field Trips | 9 | 6) | Booklets |
| 23 | 2) | Cook-Outs | 7 | 7) | Wide Games |
| 18 | 3) | Crafts | 14 | 8) | Culmination |
| 19 | 4) | Physical Education | 1 | 9) | City Tours |
| 3 | 5) | Instruction | | | |

3. What programs would you like to see?

| | | |
|---|---|---|
| 14 | 1) | Art Education |
| 10 | 2) | Music Education |
| 4 | 3) | Remedial Reading |
| 5 | 4) | Developmental Mathematics |
| 4 | 5) | Spelling Enrichment |
| 19 | 6) | Outdoor Education |
| 22 | 7) | Physical Education |
| 20 | 8) | History Treks |
| 12 | 9) | Science Research |
| 15 | 10) | Foreign Languages |

4. General Comments:

a) How do you feel this program has helped you?

b) Why did you enrol in this program?

| | | |
|---|---|---|
| a) | Wanted to | 19 |
| b) | Parents desire | 8 |
| c) | Teacher encouraged | 1 |
| d) | Summer activity | 13 |

APPENDIX E

THE LETHBRIDGE DIVIDED YEAR PLAN

Why Consider a New Divided Year

The following factors suggested the advisability of examining the need for a reorganized school year:

- One of our high schools (Winston Churchill) is now on a new divided year with the break between the semesters coming during the Christmas and New Year's holidays. The general reactions of parents, students, and teachers to the plan are favorable. As a result the question has arisen - to what extent might there be similar reactions if the plan were introduced into our other secondary schools, and perhaps also our elementary schools?

- There has been much talk about, and many articles have recently been written on new ways of dividing the school year.

- To what extent are the advantages and disadvantages of semestering related to new ways of dividing the school year?

- Some time before the end of the year, a decision will have to be made as to whether or not Winston Churchill shall continue with the plan it has now adopted. If the plan is to continue in operation, to what extent should it be introduced into other schools.

In view of the above, the Board of Trustees last October established a Divided School Year Committee to examine the ramifications related to semestering and new ways of dividing the school year.

Plans Considered

Consideration was given to three possible ways of dividing the school year.

1. The Quarter System or Year-Round Plan.

   This plan, after rather brief consideration, was not looked upon with too much favor by the committee largely because of the following factors:

   a) The considerably increased costs involved if the plan were to operate on a year-round basis. It was felt the community would not at the present time be prepared to meet the increased costs.

   b) The shortened school year, if three quarters were to be considered a full year. If, in other words, each quarter were to consist of 60 school days, the full year for students would amount to 180

days. This would mean a summer holiday period of about three months for nearly all students as only a few would take advantages of classes that might be organized during the summer holidays.

2. The Trimester Plan.

This plan, entailing a total school year of 225 days, was also not considered favorably by the committee. Some of the reasons for this were outlined in the committee's progress report submitted early in January to the two school boards.

3. The Two-Semester Plan.

This plan, involving two approximately equal semesters in terms of time put in by students and having the break between the two semesters during the Christmas and New Year's holiday, was favored by the committee. The reasons supporting (a) the semester plan, and (b) the divided year with the split taking place at Christmas and New Year's are noted below under appropriate headings.

## Semestering and the Divided Year

Semestering and the divided year are related but there is a distinction between the two concepts. Semestering refers to the practice of organizing the total school program for the year into semesters (in this case two) with each semester having a complete program of compressed and/or uncompressed courses.

The divided school year has reference to how the year is divided. The school year can be divided into two semesters with the split coming at the end of January, or it can be divided with the split coming during the Christmas and New Year's holiday, or it can be divided with the split coming at any other point. If the split comes at the end of January, it is possible to have two equal semesters without changing the present school year scheduled from September 1st to June 30th. If it comes at any other point, it becomes necessary of course, to change the year somewhat.

A semester plan of operation automatically necessitates some method of dividing the school year. A school system that decides, in other words, to adopt a semester plan of operation must next decide how to divide the school year.

## The Two Semester Plan of Operation

Advantages.

A number of arguments or advantages supporting the two-semester plan of operation are listed below. An attempt has been made to classify the advantages applicable to senior high students, junior high, and elementary.

With respect to these arguments or advantages, it should be noted that no attempt has been made to base these upon research evidence. Some of the arguments are self-evident and require no further support. Others are based upon views and opinions

expressed by teachers and students. Since semester practices are comparatively new in this province, no research projects designed to investigate their effectiveness have been carried forward to our knowledge.

Advantages to Senior High Students

1. It will offer greater flexibility to the principal and staff in scheduling courses and in organizing both the students and teachers for learning.

2. The adoption of the semester plan will necessitate considerable committee work respecting curricular and instructional matters which should prove helpful to students.

3. The compressed or double period courses will require much more planning and preparation. It will be impossible to teach "off the cuff" as might happen at times in shorter periods. A greater variety of instructional approaches entailing use of audio-visual aids, etc., will be necessary in longer periods. This should make for better learning situations.

4. It provides goals for students that are not so remote in time as is the case with the full year. This is particularly true for the compressed courses.

5. Under this plan, with the goals more immediate, students tend to feel a need to work harder.

6. With two or more compressed courses, along with others, offered in each semester, it enables students to concentrate on fewer courses. From previous experience of high school students throughout the province, this practice has generally produced better academic results and a greater measure of student satisfaction.

7. In uncompressed courses, it is possible to introduce shorter and more effective curricular units of work which are based upon the nature of the course rather than on the ten-month school year.

8. Because students tend to favor the semester plan with fewer courses, more immediate goals, and a greater measure of satisfaction with the school situation, higher student morale and a better learning climate develop in the school.

9. It will tend to encourage and facilitate professional improvement of staff members which in turn should produce more effective learning situations for students.

10. Students can reroute or change their programs at the end of the first semester rather than wait until the end of present ten-month year.

11. Students will have an opportunity to enter the school or graduate from it at two points during the year at the end or beginning of each semester.

12. The shorter school term, such as a semester, should tend to discourage certain students from dropping out.

Advantages to Junior High Students

1. All the advantages as listed for the senior high school students would seem to be equally applicable to junior high school students. Item (1) should, however, be modified by saying that students would not be expected to graduate from the school system at the junior high level.

Advantages to Elementary Students

1. Points No. 1, 2, 3, 4, 5, 7, and 9 as noted above for high school students seem to apply, to at least some degree, to elementary students.

2. In addition, the elementary students will have an opportunity to enter school at two points - namely at the beginning of each semester. This assumes, of course:

   - That we have room to accommodate the additional students (January intake) for the first year.

   - That the district is prepared to meet the costs for additional teachers required for the January intake.

   - That the board authorizes a second entry point for beginning students.

Disadvantages.

With respect to disadvantages, it seems difficult to think of convincing arguments that do not support the semester plan of operation. The following points, however, should be noted.

1. To introduce the semester plan there will be a number of problems of adjustment to overcome. However, these will be of an interim nature and should not unduly affect the instructional program and the learning situation for the first few weeks.

2. Transfer of students, in or out, may give rise to some difficulties. To what extent they may be more serious than is now the case is difficult to say.

Extent of Introduction of Semester Plan

The semester plan could be introduced to the entire system and have it apply to all grades. It could also be introduced in stages, such as:

a) Senior high schools
   Junior high schools at a later date
   Elementary schools

or

b) Junior and senior high schools
and later elementary schools.

The Divided School Year Committee is inclined to favor the introduction of the semester plan in a manner which will have application to all grades. It recognizes, however, that its introduction in stages, to the secondary schools first (junior and senior), and later to the elementary schools, may have some advantages.

The Divided School Year.

Once a decision has been made to introduce a two semester plan of organizing the total school program, it becomes necessary to make decisions respecting:

- How the school year is to be divided.
- What grade levels are to be included in the semester plan.

The school year could be divided in several ways. The two most logical would seem to be the following:

- To have the division or split between the two semesters take place at the end of January. This will provide, without changing the present school year, two semesters of equal length, each of five months duration. Most high schools in the province have adopted this type of divided year.

- To have the division or break between the two semesters take place during the Christmas and New Year's holidays. With this division point, to have semesters of equal length, it becomes necessary to start the first semester about August 11th unless some change is made in the length of the school day.

The Divided School Year Committee favors a divided year having the break between the two semesters take place during the Christmas and New Year's holidays. It further tends to favor lengthening the school day by about 30 minutes for the first semester only, thus reducing the first semester by ten days and opening school on August 25th. The dates for the proposed divided school year would therefore be as follows for 1969-70.

Proposed Two-Semester Plan
1969-1970

(School day increased by 30 minutes for first semester only)

| FIRST SEMESTER | | SECOND SEMESTER | |
|---|---|---|---|
| Teachers report | Aug. 25 | Teachers report | Jan. 8 |
| School opens | Aug. 26 | School opens | Jan. 12 |
| Holidays: | | Holidays: | |
| - Labor Day | | - Good Friday | |
| - Thanksgiving | | - Easter Monday | |
| - Remembrance Day | | - Victoria Day | |
| | | Break and Convention | Mar. 2-6 |

| | | | |
|---|---|---|---|
| School terminates | Dec. 23 | School terminates | June 10 |
| Teachers leave | Dec. 23 | Teachers leave | June 12 |
| Total school days | 83 | Total school days | 101 |
| Total teacher days | 84 | Total teacher days | 106 |

Total for the year:

- School days 184 (Equivalent to 194 regular days)
- Teacher days 190 (Equivalent to 200 regular days)

The Divided School Year Committee favors the above plan for the following reasons:

(In the comments which follow, the above plan with the division coming at Christmas is referred to as Plan X. The other plan with the division coming at the end of January is referred to as Plan J).

1. Plan X accommodates all the advantages for semestering as noted under the previous section. This is also true for Plan J.

2. Since the final examinations for the first semester will be scheduled just before Christmas it will permit the staff to make full and profitable use of all available school time up to the last day prior to the Christmas holidays. Examinations could be scheduled up to and including the last day. With Plan J it is more difficult to make full use of the last week with the Christmas festivity spirit already in the air.

3. In Plan J, it is necessary during the month of January to carry on review, prepare examinations, supervise examinations, mark examinations, and to plan and prepare for the next semester. All of these things must be done somewhat at the same time as there is no break between the semesters in Plan J. In Plan X it is possible to do these things in a more orderly fashion and with more adequate time. The marking of examinations and the planning and preparation for the next semester can be done during the break between the two semesters. Some specific time is also allotted to teachers before the students report for the next semester. Plan X, therefore, will enable the staff to provide more effective learning situations for students.

4. It seems to be educationally and psychologically sound to complete a program of studies before a long holiday break and commence a completely new program after the break. Students as well as teachers tend to feel happier about such an arrangement.

5. Through the use of Plan X students will be able to relax and enjoy the Christmas holiday period. They should, therefore, feel ready and happy to commence school at the beginning of the next semester.

6. In the second semester ample time should be available for the staff to carefully counsel and program all students for the next two-semester year.

To do this properly considerable time is required on the part of both teachers and students. The teachers actually put in the equivalent of 200 regular school days which exceeds the average in the past.

8. The extension of the school day by 30 minutes for the first semester only will have the following advantages:

   a) It will permit teachers to attend summer schools and upgrade their qualifications at either American or Canadian universities. This in turn should have a beneficial effect upon the teaching-learning situation in our schools and should, therefore, prove helpful to students. Under the present school year teachers find it impossible to attend most American universities without suffering loss of pay for being absent during the last ten days of June.

   b) It will reduce the number of hot and uncomfortable classroom situations which result from the days normally prevailing during the middle of August.

   c) It will enable families to use the greater part of August for holiday purposes if they so desire.

The disadvantages or the arguments against the adoption of Plan X, which places the Christmas and New Year's holidays between the two semesters, would seem to include the following:

1. It disrupts the present school year by starting a week earlier and ending two weeks or so earlier.

2. Additional expense entailed. The additional expense would only apply if it were decided to provide another entry for students at the beginning of the second semester. This expense would apply in the same manner to Plan J and is therefore not unique to Plan X.

3. The longer summer holidays are unnecessary. They do, however, prove useful to teachers in upgrading their qualifications which in turn should prove helpful to students.

4. The extension of the school day by 30 minutes for primary grades seems undesirable. It is possible that for the primary grades arrangements could be made so that their day might not be as long as the others.

5. Additional accommodation required for Grade I intake in January. This would only apply if it were decided to have a January intake and it would be equally applicable to both plans.

Financial Considerations

The introduction of the two-semester plan should not in itself increase the overall costs of school operation. No additional costs will be required:

a) If the board rules that there shall be no intake of Grade I students in January, and

b) If the salary cheques to teachers are made payable between the 15th and 25th of each month. This assumes the teachers are in agreement with this proposal.

Summer School

If Plan X is finally adopted, it would seem that consideration should be given to the possibility of establishing some type of summer school for students requiring particular courses for remedial, clarification, enrichment, or acceleration purposes. Classes for such courses could readily be organized if a sufficient number of students registered for them.

Consideration would have to be given to ways and means of financing such classes. For example, should the costs be met by the school district, or by the students through fee assignments, or by a combination of these two methods.

To establish such courses and classes, a survey of the student needs and interests would have to be made during the latter part of the second semester.

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## APPENDIX F

## APPLICATION OF THE 4-4-2-2- PLAN TO THE 1971-72 SCHOOL YEAR

Let us assume that the plan might be implemented in September 1971, for the 1971-72 school year. The following breakdown, statutory holidays, subject allotment, etc. preclude adequate subject reorganization and administrative details organized.

1. Statutory holidays

Monday, September 6
Monday, October 11
Thursday, November 11
Saturday, December 25
Saturday, January 1
Friday, March 31
Sunday, April 2
Monday, May 22
Saturday, July 1
Monday, August 7

2. General Calendar

(a) First four month group:

Monday, August 30 to Wednesday, December 22

| | | | |
|---|---|---|---|
| Week 1: | August 30 - September 3 | Week 9: | October 27 - November 2 |
| Week 2: | September 7 - September 13 | Week 10: | November 3 - November 9 |
| Week 3: | September 14 - September 20 | Week 11: | November 10 - November 17 |
| Week 4: | September 21 - September 27 | Week 12: | November 18 - November 24 |
| Week 5: | September 28 - October 4 | Week 13: | November 25 - December 1 |
| Week 6: | October 5 - October 12 | Week 14: | December 2 - December 8 |
| Week 7: | October 13 - October 19 | Week 15: | December 9 - December 15 |
| Week 8: | October 20 - October 26 | Week 16: | December 16 - December 22 |

August - 2 days

September - 21 days

October - 20 days

November - 21 days

December - 16 days

16 weeks x 5 days @ week = 80 days

80 days x 5 hours @ day = 400 hours

400 hours ÷ 4 subjects = 100 hours each subject

100 hours ÷ 16 weeks = 6 1/4 hours per subject per week

6 1/4 hours = 375 minutes per week

(Present allotment = 200 to 250 minutes per subject per week.)

(b) Second four month group

Monday, January 3 to Monday, May 1

| | | | |
|---|---|---|---|
| Week 1: | January 3 - January 7 | Week 9: | February 28 - March 3 |
| Week 2: | January 10 - January 14 | Week 10: | March 6 - March 10 |
| Week 3: | January 17 - January 21 | Week 11: | March 13 - March 17 |
| Week 4: | January 24 - January 28 | Week 12: | March 20 - March 24 |
| Week 5: | January 31 - February 4 | Week 13: | March 27 - April 10 |
| Week 6: | February 7 - February 11 | Week 14: | April 11 - April 17 |
| Week 7: | February 14 - February 18 | Week 15: | April 18 - April 24 |
| Week 8: | February 21 - February 25 | Week 16: | April 25 - May 1 |

January - 21 days

February - 21 days

March - 22 days

April - 15 days

May - 1 day

Hours of instruction, etc. same as first four month group.

(c) First two month group:

Friday; May 5 - Friday, June 30

Week 1: May 5 - May 11
Week 2: May 12 - May 18
Week 3: May 19 - May 26
Week 4: May 29 - June 2
Week 5: June 5 - June 9
Week 6: June 12 - June 16
Week 7: June 19 - June 23
Week 8: June 26 - June 30

May = 18 days
June = 22 days

8 weeks x 5 days @ week = 40 days

40 days x 2 1/2 hours @ day = 100 hours

100 hours ÷ 3 subjects = 50 hours per subject

50 hours ÷ 8 weeks = 6 1/2 hours per subject per week

(d) Second two month group:

Monday, July 3 to Friday, August 25

Week 1: July 3 - July 7
Week 2: July 10 - July 14
Week 3: July 17 - July 21
Week 4: July 24 - July 28
Week 5: July 31 - August 4
Week 6. August 8 - August 14
Week 7: August 15 - August 21
Week 8: August 22 - August 25

July = 21 days
August = 18 days

Hours of instruction, etc. same as first two month group.

(e) The school timetable for a particular student could appear like this:

| | Day 1 | Day 2 | Day 3 | Day 4 |
|---|---|---|---|---|
| Period 1 (1 hr) | A | B | C | D |
| Period 2 (1 hr) | B | C | D | E |
| Period 3 (1 hr) | C | D | E | A |
| Period 4 (1 hr) | D | E | A | B |
| Period 5 (1 hr) | E | A | B | C |

A = English
B = Algebra
C = Chemistry
D = French
E = P.E.

A = S.S.
B = Geometry
C = PSSC
D = English
E = P.E.

Grade IX = Day 1
X = Day 2
XI = Day 3
XII = Day 4

(f) Free days between groupings:

(i) December 23 - January 2 = 13 days
(ii) May 2 - May 4 = 3 days
(iii) July 1 - July 2 = 2 days
(iv) August 26 - September 3 = 9 days

APPENDIX G

Costs of Air Conditioning Saskatoon Public Schools and Collegiates

1. Letter from L. M. Colborne, Lennox Industries (Canada) Ltd. indicating his assessment of the cost of air conditioning seven typical schools in Saskatoon.

2. Tables indicating the application of his projections to all the public schools and collegiates in the system not presently air conditioned.

LENNOX Industries (Canada) Ltd.
Established 1895

PHONE 253-1141
TELEX 0382650

5707 - 4TH STREET S.E.
P.O. BOX 5460, POSTAL STN. A
CALGARY 9, ALBERTA

17 Mitchell Street,
Saskatoon, Sask.,
December 18th, 1970.

To: Dr. T. R. McKague &
Mr. Glen Penner

Feasibility Study re Air Conditioning of Existing Saskatoon Schools

This survey was conducted by Lloyd M. Colborne, of Lennox Industries (Canada) Ltd., on 7 representative schools and the report and recommendations are as follows:

(1) Hugh Cairns VC School--has separate Heat/Vent Systems serving the Classrooms and Auditorium, each of which is adaptable to add-on air conditioning and having the capacity of providing a 10° temperature difference in the conditioned area. The cost of providing this air conditioning to this school would be approximately $1.00 per square foot. Although the writer considers a 10°T.D. adequate for the purpose, if additional capacity is desired, packaged Air-Cooled units could be installed on the roof over the corridors and air conditioning supplied to these areas for an additional cost of $1,00 per sq.ft.

(2) Caroline Robbins--has similar system to Hugh Cairns, as described in above paragraph and the same solutions are recommended.

(3) Churchill School--has a combination Warm Air Heating/ Ventilation System, comprised of large Cabinet Blowers and Natural Gas Fired Duct Heaters. These systems are adequate in air capacity to supply air conditioning to the usable areas of the school to a 12° temp. difference, and the cost of providing this degree of comfort should not exceed $1.00 per sq.ft.

(4) John Lake School-- this school is again similar to Hugh Cairns and Caroline Robbins as described above and the installed cost should be approximately the same.

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CALGARY 9, ALBERTA



(5) Haultain School--an older school with a hydronic heating system and no ventilation, except for minor exhaust fans in toilets, etc. A complete system of ductwork would have to be installed into each classroom and some room would have to be provided at each floor for air conditioning units. This would require much renovation to the school, such as providing openings for ducts, as well as boxing the new ductwork in, and providing new electrical service to supply the system with adequate power. The probable cost of air conditioning this school would be $2.50 per square foot.

(6) Queen Elizabeth ~~this school has a Heat/Vent System, in the form of Unit Ventilators which are installed along the perimeter walls and provide forced air heating and occasional ventilation through a Fan/Coil unit, some of which have a Fresh Air Louvre connected. It would not be possible to supply air conditioning through this system. Again a new system of ductwork would be required and the total cost of air conditioning this school would be $2.00 per square foot.

(7) Aden Bowman Collegiate--The main school and classroom areas of this school are served by the Unit Ventilator method as in the Queen Elizabeth school described above, and for these areas the cost of $2.00 per sq.ft. would also apply. However, the recently constructed Circle Theatre auditorium facility is fully air conditioned.

The writer would be pleased to offer any assistance required in the writing of specifications and calling of tenders for any of the above work. As an alternative, our company, Lennox Industries (Canada) Ltd. would be pleased to act in the capacity of General Contractor for any of this work and would supply guaranteed installed prices, supervision and service.

LENNOX INDUSTRIES (CANADA) LTD.

L.M. Colborne

L.M. Colborne, Territory Manager.

TABLE A

COST OF AIR CONDITIONING SCHOOLS**

WITH A UNIT VENTILATOR SYSTEM OF VENTILATION

| SCHOOL | NUMBER OF CLASSROOMS | AREA OF* CLASSROOMS | COST PER SQUARE FOOT | TOTAL COST |
|---|---|---|---|---|
| Brevoort Park | 20 | 18,000 | $2.00 | $36,000 |
| Pleasant Hill | 14 | 12,600 | $2.00 | $25,200 |
| Queen Elizabeth | 12 | 10,800 | $2.00 | $21,600 |
| Wilson | 16 | 14,400 | $2.00 | $28,800 |
| Aden Bowman | 31 | 27,900 | $2.00 | $55,800 |
| Mount Royal | 23 (O.S.) | 20,700 | $2.00 | $41,400 |
| Walter Murray | 33 (O.S.) | 29,700 | $2.00 | $59,400 |
| | 149 | 134,100 | | $268,200 |

* Based on an average classroom size of 900 sq. feet

** These estimates are for classrooms only

O.S. (Old Section)

TABLE B

COST OF AIR CONDITIONING SCHOOLS

WITH A CENTRAL SYSTEM OF VENTILATION

| SCHOOL | NUMBER OF CLASSROOMS | AREA OF * CLASSROOMS | COST PER SQUARE FOOT | TOTAL COST |
|---|---|---|---|---|
| Albert | 9 | 8,100 | $ 1.00 | $ 8,100 |
| Alvin Buckwold | 20 | 18,000 | 1.00 | 18,000 |
| Boughton | 8 | 7,200 | 1.00 | 7,200 |
| Brunskill | 12 | 10,800 | 1.00 | 10,800 |
| Buena Vista | 17 | 15,300 | 1.00 | 15,300 |
| Caroline Robins | 18 | 16,200 | 1.00 | 16,200 |
| Caswell | 14 | 12,600 | 1.00 | 12,600 |
| Churchill | 13 | 11,700 | 1.00 | 11,700 |
| College Park | 12 | 10,800 | 1.00 | 10,800 |
| Estey | 16 | 14,400 | 1.00 | 14,400 |
| Greystone Heights | 20 | 18,000 | 1.00 | 18,000 |
| Grosvenor Park | 13 | 11,700 | 1.00 | 11,700 |
| Henry Kelsey | 18 | 16,200 | 1.00 | 16,200 |
| Holliston | 17 | 15,300 | 1.00 | 15,300 |
| Howard Coad | 16 | 14,400 | 1.00 | 14,400 |
| Hugh Cairns | 12 | 10,800 | 1.00 | 10,800 |
| John Lake | 24 | 21,600 | 1.00 | 21,600 |
| King Edward | 9 | 8,100 | 1.00 | 8,100 |
| King George | 15 | 13,500 | 1.00 | 13,500 |
| Lorne Haselton | 17 | 15,300 | 1.00 | 15,300 |
| McNab Park | 11 | 9,900 | 1.00 | 9,900 |
| Mayfair | 21 | 18,900 | 1.00 | 18,900 |
| Montgomery | 11 | 9,900 | 1.00 | 9,900 |
| North Park | 12 | 10,800 | 1.00 | 10,800 |
| Prince Phillip | 12 | 10,800 | 1.00 | 10,800 |
| Princess Alexandra | 10 | 9,000 | 1.00 | 9,000 |

*Based on an average classroom size of 900 square feet.

| SCHOOL | NUMBER OF CLASSROOMS | AREA OF CLASSROOMS | COST PER SQUARE FOOT | TOTAL COST |
|---|---|---|---|---|
| Richmond Heights | 9 | 8,100 | 1.00 | $ 8,100 |
| River Heights | 8 | 7,200 | 1.00 | 7,200 |
| Sutherland | 14 | 12,600 | 1.00 | 12,600 |
| Thornton | 11 | 9,900 | 1.00 | 9,900 |
| Victoria | 16 | 14,400 | 1.00 | 14,400 |
| Vincent Massey | 10 | 9,000 | 1.00 | 9,000 |
| Westmount | 17 | 15,300 | 1.00 | 15,300 |
| W. P. Bate | 12 | 10,800 | 1.00 | 10,800 |
| Bedford Road | 30 | 27,000 | 1.00 | 27,000 |
| City Park | 19 | 17,100 | 1.00 | 17,100 |
| Nutana | 20 | 18,000 | 1.00 | 18,000 |
| Riverview | 12 | 10,800 | 1.00 | 10,800 |
| | 555 | 499,500 | | $499,500 |

TABLE C

COST OF AIR CONDITIONING PORTABLES, MUSIC ROOMS

ART ROOMS, HOME ECONOMICS AND INDUSTRIAL ART ROOMS

IN ELEMENTARY AND SECONDARY SCHOOLS

| KIND OF CLASSROOM | NUMBER OF ROOMS | AREA OF ROOMS* | COST PER SQ. FEET | TOTAL COST |
|---|---|---|---|---|
| Portable | 43 | 41,280 | $1.00 | $41,280 |
| Music, Art Library, Home Ec. Manual Training | 68 | 65,280 | $1.00 | $65,280 |
| Music, Art Library | 15 | 14,400 | $2.00 | $28,800 |
| TOTAL | 126 | 120,960 | | $135,360 |

*Based on an average classroom size of 960 sq. ft.

APPENDIX H

SUMMARY, CONCLUSIONS AND QUESTIONNAIRE

OF

PARENTAL ATTITUDE STUDY TOWARD RESCHEDULING

THE SCHOOL YEAR

MARCH, 1970

A careful scrutiny of the responses to the questions as shown in this Appendix reveals a number of significant observations. Among these are:

1. While the majority of respondents (62%) feel that the school building should be used more than it is, 67% of the parents do not want their children to attend school for more than 200 days. This would appear to suggest that parents feel the schools should be used more for community use on weekends and during the evenings.

2. The majority of respondents (89%) consider it important to be able to take a family vacation during the summer. Only 9% of the respondents are prepared to have their child's vacation from school scheduled during the winter months. Also related to this concept is the fact that 81% of the respondents feel that their children are presently enjoying worthwhile and creative experiences during the summer vacation period.

3. When asked if they would favour a rescheduled school year if it meant increases in expenditure, part of which came from increased local taxes, 77% said no. Yet, when asked if they felt that saving money should be the prime consideration in rescheduling the school year, 67% also said no. This is supported by the fact that 65% of the parents would not want a winter vacation for their children even if it did mean that less money needed to be spent on building schools.

4. When asked if they would favour a rescheduled school year if it meant expanded and enriched opportunities for their children, 69% of the parents answered yes. This

appears to be supported by the fact that 85% of the respondents would allow their children to take a summer class if they wanted to.

5. Parents are not interested in having their childrens' education compressed into fewer than twelve years. When asked about this concept, 62% replied no.

6. Questions related to summer employment do not provide opinions that are as directional as the other questions. This is likely due to the fact that many of the respondents have children who are not of employment age. Nevertheless, 57% of the parents feel that summer employment is important for their children.

7. 61% of the respondents feel that the present variety of program offered to their children at school are sufficient to meet his needs.

We can conclude from this study that there is a significant relationship between the income level and the degree of acceptance by the respondent. Parents in the higher income levels had a greater degree of acceptance for the rescheduled school year concept. Also evident, is the fact, that the parents of the high income levels had the greatest degree of non-acceptance. The only income level where the degree of acceptance was greater than the degree of non-acceptance was the -$4000 category.

We can also conclude definitely that there is a significant relationship between the age of the child of the respondent, and the respondent's acceptance of the rescheduled school year concept. The older the child, the greater is the degree of acceptance of the parent. With reference to this study, parents whose children have been in school the longest are more opinionated than parents whose children are in their early years of school.

PARENTAL ATTITUDE QUESTIONNAIRE ON THE

RESCHEDULED SCHOOL YEAR

I. Introduction

Please read the accompanying letter before answering the following questions. Your answers will be very helpful to those who are studying the idea of a rescheduled school year.

The term rescheduled school year means a move from the traditional school year of about two hundred school days to another arrangement which would lengthen the school year or utilize school buildings year round. You should understand that this does not necessarily mean that your child would be in school for more than two hundred days, but that the buildings would be used for more days in the year than they are now.

There have been many attempts by school systems in North America to reschedule their school year. These attempts have raised questions related to three basic issues:

1. Educational advantages and disadvantages.
2. Economic advantages and disadvantages.
3. Family advantages and disadvantages.

It is to the family aspect that this questionnaire is primarily directed.

The purpose of this questionnaire is to obtain information about your first reaction to the idea of a rescheduled school year. There is no reason for us to know your name.

II. Instructions

Place a check mark ( ✓) in the space corresponding with your answer to the question.

1. Do you feel that your child's school building should be used more than it is now?

   320 yes; 118 no; 78 no opinion

2. Would you like your child to have the opportunity to attend school for more than the present 200 days per year?

   137 yes; 348 no; 31 no opinion

3. Do you consider it important to be able to take a family vacation during the summer?

   461 yes; 41 no 14 no opinion

4. Do you feel that your child has nothing worthwhile to do during the summer?

   74 yes; 420 no; 22 no opinion

5. Would you be prepared to have your child's vacation from school come in January and February rather than in July and August?

   45 yes; 445 no; 26 no opinion

6. Would you be in favor of holidays for your child coming at odd times of the year if it meant that less money needed to be spent on building schools?

   120 yes; 339 no; 57 no opinion

7. Would you favor having the school decide when your child's holidays would be rather than you deciding?

   55 yes; 407 no; 54 no opinion

8. Would you favor a rescheduled school year if it meant increases in expenditure, part of which came from increased local taxes?

   48 yes; 399 no; 69 no opinion

9. Do you consider that saving money should be the prime consideration in re-scheduling the school year?

   110 yes; 347 no; 59 no opinion

10. If rescheduling the school year were to mean expanded and enriched opportunities for your child, would you favor a rescheduled school year?

355 yes; 87 no; 74 no opinion

11. Children presently take twelve years to complete their elementary and secondary schooling. If the school year were lengthened, would you favor having your child's education take less than twelve years?

144 yes; 322 no; 50 no opinion

12. If summer school were available for your child to choose a course he wanted to take, would you allow him to attend?

440 yes; 44 no; 32 no opinion

13. Do you feel that summer employment for your child is important?

295 yes; 127 no; 94 no opinion

14. Does your child presently have difficulty obtaining summer employment?

135 yes; 153 no; 228 no opinion

15. If rescheduling the school year meant a better opportunity for your child to obtain employment, would you favor the change?

232 yes; 149 no; 135 no opinion

16. Do you feel that the present variety of program offered to your child at school is sufficient to meet his needs?

318 yes; 139 no; 59 no opinion

III. Answers to the following questions will be helpful in classifying the answers you have already given. Remember, this questionnaire is completely anonymous.

1. This questionnaire was completed by

181 mother; 53 father; 225 both parents; 3 guardian.

2. The occupation of the head of the household is _____.

3. The yearly income of the head of the household is:

| | | | |
|---|---|---|---|
| 63 | under $4000 | 81 | $8000 - $10,000 |
| 107 | $4000 - $6000 | 98 | $10,000 and over. |
| 113 | $6000 - $8000 | | |

IV. Additional Comments:

APPENDIX I

PARENTAL ATTITUDE QUESTIONNAIRE

ON THE

RESCHEDULED SCHOOL YEAR

-- A FEASIBILITY STUDY --

Dear Parent:

The feasibility study for rescheduling the school year in Saskatoons' Public Schools and Collegiates is sponsored by the Department of Education and the Saskatoon Public School Boards. We are studying three major issues in rescheduling: educational, economic, and societal.

We would like your help. Please answer the following questions and make whatever comments you think are important. We cannot determine the feasibility of rescheduling the school year unless we know your ideas and opinions.

Please remember that there is no need for us to know your name. All the information requested is important. Thank you for your cooperation.

Sincerely,

Glen H. Penner
Executive Secretary

Dr. T.R. McKague
Project Director

Instructions

Place a check mark ( √) in the space corresponding with your answer to the question.

1. Do you consider it important to be able to take a family vacation during the summer?

   255 yes; 2 no opinion; 29 no

2. If a Rescheduled School Year plan guaranteed all children a one month summer vacation and the rest of the normal vacation period was spaced throughout the year, would you favor such a plan?

   124 yes; 10 no opinion; 140 no

3. Do you consider that greater utilization of present school facilities should be an important consideration in rescheduling the school year?

   165 yes; 20 no opinion; 90 no

4. Would you favor a rescheduled school year plan if it meant increases in expenditures, part of which came from increased local taxes?

   42 yes; 11 no opinion; 224 no

5. If a rescheduled school year plan were to mean expanded and enriched opportunities for your child, would you favor such a plan?

   190 yes; 19 no opinion; 56 no

6. If summer school, which allowed opportunities for enrichment, interest study and remediation, was available for your child, would you allow him to attend?

   207 yes; 14 no opinion; 50 no

7. Do you feel that your child was engaged in creative and stimulating activities during the past summer?

   217 yes; 10 no opinion; 48 no

8. Do you feel that your child is "bored" after the first month of the regular summer vacation?

   81 yes; 11 no opinion 186 no

9. Is it important for your child to obtain employment during the summer months?

   53 yes; 29 no opinion; 172 no

10. Does your child presently have difficulty obtaining summer employment?

    38 yes; 74 no opinion; 110 no

11. If a rescheduled school year plan which provided a summer holiday, also provided for a break of two weeks during the winter, would you be able to use this time for a holiday?

    103 yes; 159 no

Comment:

12. Would a one month break during the summer enable you to do the kinds of things you consider important during the summer?

160 yes; 112 no

Comment:

13. Would you indicate the grade level of your children and give a brief description of how they spent their summer?

14. What other opinions do you have about the feasibility of rescheduling the school year in Saskatoon?

## SUMMARY OF OPINIONS

Following are a random selection of comments made by parents on the Parental Attitude Questionnaire. These comments are taken from every fifth questionnaire, and are included here so that the reader may obtain an overall feeling of parents' opinions. The following comments have not been edited and are presented exactly as they appeared on the questionnaires.

1. I feel it is totally unnecessary. If an enriched program on a voluntary basis could warrant enough interest I would say go ahead and utilize your summer months that way but leave the school year as such alone.

2. Children find the two months now is long and boring.

3. I would hate to have my children sit in school on 90° days without air-conditioning. I'm sure they wouldn't absorb information as well as a comparative class in comfortable conditions.

4. Fail to understand the necessity of extending the school term to twelve months particularly if Saskatoon has reached its peak in school attendance and there is no overcrowding.

5. Should be province wide. Canada wide if possible.

6. I am in disfavor of shortening summer holidays.

7. Other considerations seem to me to be important. A merit rating of teachers is vital, necessary and past due if the confidence of parents is to be maintained.

8. We would be more in favor of a summer school type program.

9. Some method must be found to get more use and production out of our schools. These are very costly facilities and they have got to produce more to justify these costs!

10. I think the problems would be great and the advantages few. The summer school is a good idea for those who require it.

11. ". . .to once again raise taxes for educational purposes with nothing beneficial to show -- definitely not.

12. Would be acceptable only if all children in one family had a summer holiday at the same time.

13. Firstly, our climatic conditions do not lend themselves to a change in the school year. Secondly, the cost would be most unrealistic and prohibitive. Thirdly, we cannot see where, or why, it is even worthy of any consideration at all. We fail to see the point as to what improvement will be gained.

14. I don't agree with it at all.

15. Not in favour.

16. I hope you won't interpret the generally negative attitude of parents toward this scheme as mere conservatism. There are all sorts of possible changes in our educational system which we would welcome with open arms -- changes which would allow greater flexibility.

17. I would suggest enriching the present school year would be a better solution - being that the 8-2 Plan hasn't proved to be too economical.

18. Considering our climate and present pressures put on youngsters, I strongly disagree with any drastic changes in the present school year.

19. It would make it so the time between the fall and Christmas, and Christmas and Easter wouldn't seem so long to the kids. They'd know that after every 8 weeks they'd get a holiday.

20. We think that our whole way of life - after school activities such as swimming, music, adult activities such as curling, adult education - and almost anything that you can mention - is geared to the school year. Can we change all this? Do we want to? We doubt it very much. We enjoy "Summer Time -- When the livin' is easy!"

21. I feel a child can get just as bored by 2 weeks as 2 months.

22. Schools are not constructed for July and August classes. What is the basic purpose of life and especially family life? There is more to the learning process than that offered in our schools. It's about time Canadians stopped going to the U.S.A. for ideas -- from the problems they have down there today their system is apparently not working.

23. Would favor trying new approaches that somehow said -- all is not well with the present system.

24. I object to this proposal 100%.

25. How about revising the curriculum and leave the school year alone.

26. I hope the present proposal is defeated. I feel our winters being as they are provide an excellent time to be spent in school. Our children do not get on our nerves, as some say in the summer, they spend most of their awake time out of doors.

28. I feel rescheduling the school year explained is too conservative an idea. A really radical, to my mind, educational plan is a community school (as in Michigan) where the school year is kept traditionally, but the school building is thrown open every day, all day for real education.

29. The most ridiculous school plan I have heard of in my 48 years in Saskatoon.

30. There is no monetary gain for the schools; the school year would be broken up. The children wouldn't be gaining much.

31. I think the best way to start the program would be to have summer classes available to the children wishing to take them on a voluntary basis, however the 8-2 Plan is not to be overlooked if an increase in population would deem it necessary.

32. We don't see why we should have our school term changed in the near future as our schools are not that crowded.

33. The only rescheduling I feel would be feasible would be an earlier dismissal for the summer break.

34. Am firmly convinced children should be given an opportunity to spend some time without anything being organized for them.

35. I am against rescheduling the school year in principle -- I would never trust the government with it.

36. For this part of the continent organized indoor use of summer months is a sheer waste and nuisance of the short time that reasonable weather is with us.

37. Much more work would have to be done to make people familiar with the idea and somehow make them aware that they decide either by being informed and making opinions known or letting someone else do it for them.

38. Any plan that is submitted should be voted on by the parents before being instituted.

39. Changes should not be made solely for the sake of change. All change is not progress. I can see only disruption of family vacations.

40. Please continue to investigate school useage by adults -- shop work, language training, typing -- days and evenings. This is a changing world -- one way to prevent a generation gap is to educate the parents.

41. If financial reasons are the only reasons for rescheduling, I am opposed.

42. Not in favor, whatsoever.

43. How would this plan work if teachers worked 11 months and had 1 month holiday each year, plus the few days everyone has - Xmas, Easter, etc.

44. I would be interested in attending a follow-up meeting to learn of the preliminary results and to hear more pros and cons. I do not fear change and feel that the system is heading in the right direction.

45. Rescheduling the school year drastically curtails his time during the summer months when he has the opportunity of exploring that is not possible in winter.

46. If it provides better opportunities for the students - makes better use of the facilities available - provides better working conditions between student and teacher (e.g. student teacher ratio) then it's just about time.

APPENDIX J

QUESTIONNAIRE TO TEACHERS

As you are probably aware, a study is being carried out this fall to assess the feasibility of rescheduling the school year in Saskatoon Public Schools and Collegiates.

In assessing the feasibility of rescheduling the school year in Saskatoon, we are interested in obtaining the opinions of teachers, since their activities would be affected by any rescheduled school year plan.

We would appreciate it if you would complete this questionnaire and return it to the appropriate person or mail it directly to Mr. G. H. Penner, School Board Offices, 143A Spadina Crescent East, Saskatoon.

1. What major activities did you take part in last summer?

| Study | Travel | Other Employment | Yd. & Home Imp. | Other | Total Responses |
|---|---|---|---|---|---|
| 27 | 52 | 14 | 9 | 45 | 147 |

2. What are your tentative plans for next summer?

| Study | Travel | Other Employment | Yd. & Home Imp. | Other | Total Responses |
|---|---|---|---|---|---|
| 45 | 55 | 8 | 3 | 36 | 147 |

3. How long a summer break do you consider you need to do the kinds of things you feel are necessary during the summer?

| 4 weeks | 5 weeks | 6 weeks | 8 weeks | Total Responses |
|---|---|---|---|---|
| 32 | 5 | 20 | 82 | 139 |

4. If you had the opportunity to teach a summer class at additional pay during the summer, would you do so?

| Yes | Undecided | No | Total Responses |
|---|---|---|---|
| 38 | 34 | 75 | 147 |

5. If a rescheduled school year plan provided a two-week break during the winter months, what would you probably do with that time?

| Relax | Prepare Program | Travel | Read | Nothing Creative | Total Responses |
|---|---|---|---|---|---|
| 35 | 17 | 40 | 6 | 43 | 141 |

6. How good do you consider the present school year is in facilitating the kind of educational program provided for Saskatoon students?

| Very Good | Adequate | Needs Improvement | Poor | Total Responses |
|---|---|---|---|---|
| 18 | 95 | 20 | 0 | 133 |

7. If improvements to education in Saskatoon could be made by rescheduling the school year, what kind of plan do you think would be most advisable?

| 4-4-2-2 | 8-2 | Summer School | No Resched. | Other | Total Responses |
|---|---|---|---|---|---|
| 11 | 15 | 21 | 14 | 66 | 127 |

8. What aspects of school life do you consider should not be disrupted by a rescheduling of the school year?

| Student-Teacher Relationships | Extra-Curr. | Semester | Hours | Other | Total Responses |
|---|---|---|---|---|---|
| 16 | 41 | 0 | 7 | 48 | 112 |

9. If a rescheduling of the school year required curriculum revision or the development of new courses, how do you think such revision should be carried out? Under what circumstances would you be prepared to assist with such revision?

(a)

| Teachers | T. & Curric. Experts | Dept. of Ed. | Other | Total Responses |
|---|---|---|---|---|
| 59 | 13 | 3 | 31 | 106 |

(b)

| | |
|---|---|
| After Hours | 1 |
| School Time | 11 |
| Approp. Remuneration | 22 |
| Other | 52 |

→ 86

10. What other opinions do you have which you think those directing the study should be aware of?

| Rescheduling not Necessary | Any Change Would Improve | Change Only After Preparation | Needs Should Be Understood Before Change | Tot. Res. |
|---|---|---|---|---|
| 25 | 1 | 8 | 66 | 100 |

Would you complete the following, please.

11. Grade or grades you are teaching --

| | |
|---|---|
| Div. I | 14 |
| Div. II | 15 |
| Div. III | 17 |
| Div. IV | 91 |

12. Years of teaching experience before this year --

| | |
|---|---|
| 0 - 5 | 36 |
| 6 - 10 | 37 |
| 11 - 15 | 13 |
| 16 - 20 | 26 |
| 21+ | 30 |

→ 142

13. Male or female --

| | |
|---|---|
| M | 87 |
| F | 54 |

→ 141

14. Do you have children presently attending school

| | |
|---|---|
| Yes | 68 |
| No | 74 |

Thank you for your assistance.

TEACHER ATTITUDE QUESTIONNAIRE

The following comments from teachers are provided to supplement he statistical information located in Appendix J. Comments have been randomly selected from every fifth questionnaire. No attempt has been made to edit the remarks and they are presented exactly as they appear on the questionnaires.

1. We should be very careful about change for the sake of change. The relationship between student and teacher is becoming more and more impersonal. When so many have home problems do we dare jeopardize the small personal touch they get at school? We don't have time anymore to chat informally.

2. I do not feel that rescheduling should be adopted hastily. If some sort of pilot project could be carried out in an area geographically like ours, and if the quality of education could then be shown to have definitely improved, then some such plan might be generally accepted.

3. Children have great experiences at camps - brings together an age group from many places. This would be denied under a winter vacation.

4. The sociological aspects. Teacher ability to take classes at university.

5. We are losing a great many experienced, excellent office staff because of the cutback in their free time. These people did not hesitate to work long hours of overtime during peak periods (exams, beginning of new year, year end, etc.) but are getting reluctant to do so now.

6. Lots of time and a lot of research should precede full scale implementations of any change. With the present teacher mood there will be considerable difficulty in persuading them to accept major change.

7. University summer school for teachers. Parents holiday time must be considered.

8. Any improvements needed will come through enlightened staff rather than reorganization.

9. In effect, I think any rescheduling would be more costly when seasons and teachers are taken into consideration.

10. -- The effect of rescheduling on the home.
    -- The goals of teachers - time wise.

11. Are the school buildings suitable for July-August operations?

12. Coordinating with other levels of school.

13. Certain personnel (administrators, counsellors, etc.) have devoted time to school work without remuneration or comparable time off. I think there is a real danger that this same thing can happen to teachers - extra time with no extra money.

14. I think this sounds fair in theory, but putting it to practice is another problem!

15. Both teachers and pupils find summer can become tedious, and an opportunity to use at least part of that period would be certainly desirable as well as profitable.

16. I personally feel that I need a considerable amount of time to recover from the exhausting demands of the classroom.

17. I see no particular reason for holding to our present plan (other than tradition). I would be interested in participating in planning and integrating an 8-2 Plan.

18. As a psychologist I see many children who do not adjust to new situations easily. These children need a close relationship with 1 person. If children's teachers are apt to be changed frequently, and if the rescheduling will upset adversly the development of this relationship, I am not in favor.

19. The summer program lends itself to extensive science field trips and social studies trips to historical sights.

20. Failure rate - parents pay when a child fails a grade, that is if he is not applying himself.

21. Second language learning must be continuous throughout the year. I can see difficulties rescheduling here - particularly in the 4-4-2-2 plan.

22. As a music teacher I would find it difficult to carry on an extra-curricular music program with regards to operettas, concerts, etc. on the 8 weeks in school, 2 weeks away plan. The choirs would constantly be in a state of upheaval, as would bands.

23. Let's never lose sight of educational goals. The child wants "to be", he wants "to feel", he wants to express and find self. We are too often concerned with economics, with training of children in facts etc. - we speak of flexibility, but are indeed very inflexible. I believe there can be very positive results from a rescheduling if we keep these thoughts in mind.

24. There is a strong feeling that the change is for the sake of change, without major considerations given to advantages.

25. The past few years bear evidence of the Department of Education "ramming" through changes (eg. area bargaining, teacher reductions, etc.) that were plagued by problems and illogicalities. Why should we play into the Department's hands <u>again</u> by having an educator in Saskatoon give this topic even an aura of respectability by the fact that he is studying the topic? Teachers feel threatened because here is another innovation which the Dep't can <u>modify</u> to save money, <u>justify</u> because educators are studying it, and <u>ram it down our throats</u> without further consideration as they have done in the past. Their recklessness is our downfall.

We should be doing feasibility studies of workable area bargaining plans or a solution to the unbearable teacher-pupil ratio. We must solve some problems before we encourage the Dep't to create new problems.

26. Family life is starting to become a thing of the past as people just don't have time to spend with each other. If parents had more time for their children or vice-versa, we may overcome much of the misunderstanding and generation gap which exists today. If we lengthen the school year this problem is going to become much more serious.

27. The educational merits must be experimentally evaluated.

APPENDIX K

QUESTIONNAIRE FOR

SASKATOON COLLEGIATE STUDENTS

REGARDING

THE FEASIBILITY OF RESCHEDULING THE SCHOOL YEAR

This fall a study is being carried out to assess the desirability and feasibility of rescheduling the school year for public schools and collegiates in Saskatoon. Plans are being investigated which could alter the traditional September to June pattern of student attendance.

There are a number of things which could be accomplished by rescheduling the school year. Different plans could

- provide for student acceleration by offering regular classes all year round on an optional basis
- release students throughout the year for work on the labor market
- make the Christmas break the midpoint of the school year by starting in August and ending in June
- enable parents to take holidays at times other than July and August
- provide a means for revising the curriculum by developing courses for shorter periods of time

In attempting to assess the feasibility of plans we are looking at, we would like to know something about the life-styles of collegiate students and their opinions on certain matters.

For this reason we are asking certain collegiate students in Saskatoon to complete this questionnaire so that we can use the information for our study.

Thank you for your cooperation.

T.R. McKague
Project Director

Glen H. Penner
Project Secretary

1. What did you do for most of the time last summer (such as work, go on a holiday, attend summer school, etc.) Be as specific as you can.

| Work | Travel | Recreation | Attend Summer School | Total Responses |
|---|---|---|---|---|
| 109 | 75 | 46 | 3 | 233 |

2. What will you probably do next summer?

| Work | Travel | Recreation | Attend Summer School | Total Responses |
|---|---|---|---|---|
| 140 | 45 | 21 | 25 | 231 |

3. Would you consider a month in the summer would give you enough time to do what you usually do? If not, please explain.

| Yes | No | Total |
|---|---|---|
| 54 | 178 | 232 |

4. How important is it for you to be able to work during the summer?

| Very Important | Important | Not Important | Total |
|---|---|---|---|
| 115 | 43 | 79 | 237 |

5. Have you ever gone to summer school?

| | |
|---|---|
| Yes | 17 |
| No | 219 |

For what purpose?

| | |
|---|---|
| To upgrade standing | 4 |
| Other | 7 |

6. Would you go to summer school if you could take classes that would count on your program (as opposed to classes you had failed)?

| Yes | Possibly | No | Total |
|---|---|---|---|
| 95 | 48 | 97 | 240 |

7. If by taking summer school classes you were able to complete all your required classes by Christmas of your last year, would you attempt to do this? Why or why not?

| Yes | No | Total |
|---|---|---|
| 113 | 109 | 222 |

8. If you could complete your high school by Christmas of your last year, what would you probably do after that?

| Work | Travel | Recreation | Continue Study | Total |
|---|---|---|---|---|
| 171 | 3 | 10 | 28 | 212 |

9. Would you take summer school classes which were of interest to you, even though they wouldn't count on your program?

| Yes | Possibly | No | Total |
|---|---|---|---|
| 54 | 60 | 121 | 235 |

Would you take such classes if you had to pay a tuition fee of twenty-five dollars per class?

| Yes | Possibly | No | Total |
|---|---|---|---|
| 28 | 40 | 153 | 221 |

10. What kinds of classes would you like to see offered during the summer?

| Regular | Classes that can't be taken during the year | Total |
|---|---|---|
| 35 | 104 | 139 |

11. Is your school on the semester system?

| Yes | No | Total |
|---|---|---|
| 196 | 35 | 231 |

12. What are your opinions about the semester system?

| Favorable | Undecided | Not Favorable | Total |
|---|---|---|---|
| 119 | 20 | 15 | 154 |

13. How would you feel about putting your classes in semesters which lasted four months instead of five months ?

| Favorable | Undecided | Not Favorable | Total |
|---|---|---|---|
| 97 | 34 | 85 | 216 |

14. If you were given a choice of taking your summer holiday in May and June or July and August, which one would you probably choose? Why?

| May June | July August | Total |
|---|---|---|
| 16 | 198 | 214 |

15. If you were reorganizing the school year for your school, what kinds of changes do you think would be good ?

16. What kinds of things would you not like to see disrupted by a rescheduling of the school year.

| Summer Vacations | Christmas Vac. | Extra-Curr Activities | Regular Prog. | Number of days in school year | Total |
|---|---|---|---|---|---|
| 64 | 7 | 44 | 15 | 3 | 133 |

Would you complete the following information about yourself:

Age – *

Male or Female – M 117, F 116

Grade – 9 64, 10 69, 11 60, 12 41

Program –

Thank you for your assistance

* Age:

| | |
|---|---|
| 14 or younger | 59 |
| 15 | 68 |
| 16 | 51 |
| 17 | 41 |
| 18 or older | 13 |